

FEBRUARY, 1929

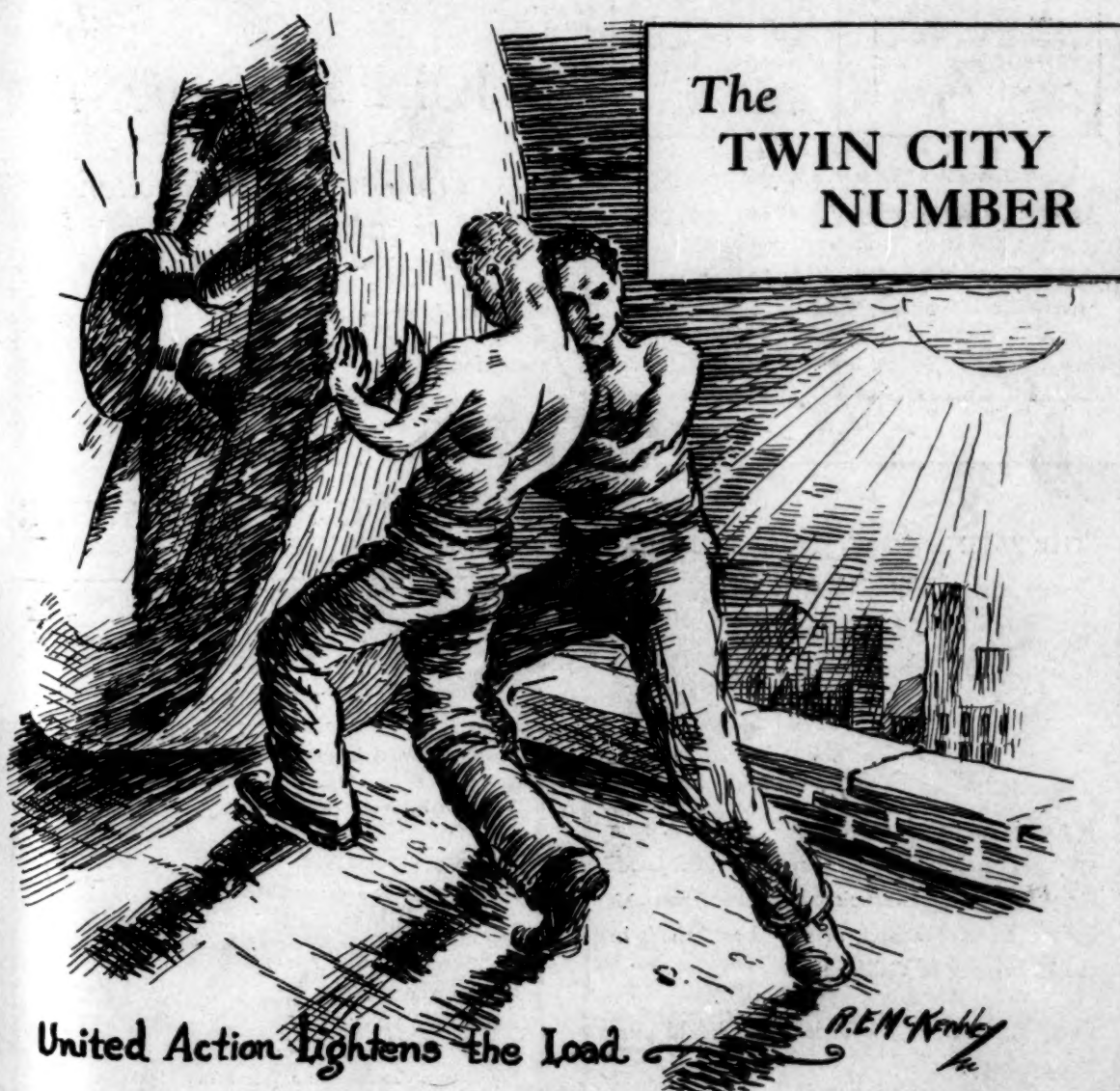
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Democracy in Education

Education for Democracy

The American Teacher

THE ORGAN OF THE AMERICAN FEDERATION OF TEACHERS



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Two Dollars a Year

The Place of Teachers In the Labor Movement

There is a highly useful place in the labor movement for the teaching profession, and especially that branch employed in the public schools. As members of organized labor, school teachers may improve their own conditions, advance the interests of the working people, and promote and safeguard the public welfare. No other class of workers occupies so vital a position in the structure of the labor movement.

The labor movement, as we know it today, emerged from humble and narrow beginnings, and has progressed in the face of the most adverse conditions; it has not had the advantage of scientists and philosophers for sponsors, nor of the power of material resources; it was born of necessity and has had to force its forward march in opposition to dominating economic and political power.

It is not surprising that a movement with such origin and sphere of activity as that which the working class has sponsored should still have faults to correct, problems to solve, and opposition to overcome. At the present time, perhaps more than ever before, the labor movement needs the aid of trained intellectual elements to enable it to meet successfully the crisis that confronts it.

GROWN IN PUBLIC ESTEEM

From its inception the labor movement has progressed in methods, in aspirations and in public esteem; from the status of narrow and isolated groups with selfish aims it has broadened out to state, national, and international federations, striving for the emancipation of all workers and the solution of vital social problems. As its field of action has expanded the need for enlightened leadership and wise guidance has increased.

Although the labor movement has expanded in aspirations and extended the scope of its activities, which have greatly enhanced its general social importance, it is still rooted in the soil of its origin; it continues to serve the immediate economic interests of its members; it is this practical purpose that serves to attract support and assures its permanency.

Individuals engaged in the same line of work found it to their personal advantage to associate themselves

together; crafts in the same industry have recognized the advantage of mutual co-operation; and this principle has been extended so that practically all organized groups are joined in a more or less close federation for their mutual benefit. Experience has demonstrated that the interest of the individual is best served by the broadest solidarity of all who live by labor.

HAVE COMMON INTERESTS

As a worker depending on an income from labor, the teacher has interests in common with all other workers. The same law of wages which governs the recompense of the humblest manual worker operates to determine the salary of the intellectual, and unless the same protective measures are employed the salary of the teacher will fall below the standard of common decency.

Teachers and other intellectual workers are beginning to recognize the practical advantages of organization among themselves and affiliation with all others who depend on their own labor for a living. As a result, within the labor movement have come organized musicians, actors, engineers, architects and teachers. They all stand on the common denominator, labor.

Just in the measure that all workers unite for their mutual interests will the benefits be proportionate. The strongest argument in favor of a labor organization is the practical, material result and only when all labor is fully organized will the maximum result be possible.

Teachers have been slow to align themselves with the labor movement. A number of influences have operated to keep them aloof. They have been made to feel that it would be improper for men and women engaged in the profession of teaching to affiliate with a movement composed principally of manual workers. It has taken considerable moral courage for them to overcome the current antipathy to labor unionism and the opposition of dominating influences of employers in the public schools.

But progress has been made and although late in making their advent, the organization of teachers

and their association with other wage-working groups into the great labor movement is a most important event in its history. Our great public school system has sprung from the seeds planted more than a century ago by organized labor and the former has had no more loyal and steadfast supporter than organized labor. It would, therefore, be a most natural thing for the men and women employed as the active force in our public schools to be a part of the movement that gave birth to our public school system. From this point of view teachers are beginning to find their place in the labor movement.

But in addition to being in the labor movement properly as wage workers, subject to the same influences affecting the compensation of all other workers, teachers occupy a unique and vital place in the labor movement. Our industrial system at present is subject to rapid and radical changes which react on the labor movement and affect its operation and results. Constant study of these changes and adaptation to their requirements is vital to the success of the labor movement. The laboratory stage has been reached in industrial processes and like methods must be employed by organized labor in conformity therewith.

More than ever before is the control of industry being concentrated in fewer hands; improved machinery and new processes continue to displace large numbers of skilled and unskilled workers. Large scale employers have organized departments to study the labor problem and their experts have devised many ingenious forms to combat and weaken the labor movement. It is now a battle of brains, and organ-

ized labor must be equipped to meet a most critical situation. The advent of trained investigators and thinkers like the teachers is a most fortunate thing for organized labor. If organized labor would charge the teachers with this great responsibility and if the latter will fulfill this function effectively the future of the labor movement is assured.

LABOR DEPENDS ON SCHOOLS

Teachers occupy a responsible relation to the public which can not be sustained unless economic independence and academic freedom is guaranteed. No force in society better than organized labor can supply this support, and no element more than organized labor depends so much upon honest instruction in the public schools. Unless teachers enjoy a full measure of independence in the performance of their vital duty the very source of education is in danger. Nothing will conduce more to the diffusion of truth and the progress of society than honest, capable and fearless teachers. Organized labor will furnish the backing for these qualifications.

The conclusions set forth here are based on a number of years' experience and observation with teachers working in the St. Paul labor movement, together with a long study of the problems of organized labor. The need for the type of service which the teachers possess and their readiness to render it to the labor movement when the opportunity is presented have demonstrated beyond theory or speculation that teachers should be encouraged to join the labor movement and drafted into its services in the present crisis.

WILLIAM MAHONEY.

Why We Behave Like Union Beings

(This is a brief summary of a talk given at a dinner of the Minneapolis Local No. 59, American Federation of Teachers, and reproduced here at its request.)

Why do we behave like union beings?

Today, we live in a highly organized world. Doctors, lawyers, farmers, industrial workers, teachers, etc., all have their respective organizations, each of which aims to promote and protect the interests of the group it represents. Even in this country with its strong individualistic tradition, the powerlessness of the individual acting alone is increasingly recognized. In order to act effectively, each must co-operate with his kind.

While the principle of organization is generally accepted, the rights of workers, including teachers, to form bona fide union organizations has only been won after hard struggles, and is continually under

attack from business interests and other conservative forces in American life. Such opposition, which of course is not peculiar to this country, is in reality a tribute to the significance of the Labor Movement.

In spite of powerful opposition, however, the development of the Union Movement in all countries where the industrial revolution has wrought its work is one of the outstanding characteristics of the modern world. At the present time there are approximately fifty million organized workers.

STUDY REVEALS VALUE

Why is it that unionism develops out of the industrial revolution? Study of the history of the evolution of the artisan class of the handicraft period

of industry from a position of the relatively independent workman to that of the modern wage-earner in present-day society, reveals, among other things, the basis, even the inevitable necessity, of unionism. Just as study of the history of unionism reveals its value to the workers.

While it is a mistake to idealize, as some historians do, the lot of these artisans, their relation to their work and means of livelihood, furnish a striking contrast to that of the modern wage-earner.

In medieval Europe, with its predominantly agricultural and feudalistic economy, the serfs formed the great exploited class. The artisans, a relatively small group in the towns, carried on production as relatively independent groups of workmen. Their few and simple tools were their own, their place of work was under their control, they purchased their own materials and the finished product was theirs to dispose of for such price as they could demand. True, their standard of living was low, and even the most skilled were far from being independent, as for instance the biography of Cellini and the life of Leonardo Da Vinci show. The wealth-owners of this epoch, the feudal landlords and, a little later, the growing merchant class, exerted a powerful control over all economic activities. Still, the artisan exerted some control over his conditions and means of work, a control lost, as markets expanded and the merchant class developed. In the period of commercial expansion, covering roughly the sixteenth, seventeenth and early eighteenth centuries, the system of domestic manufacture developed whereby the merchant-capitalist took over the purchasing of raw materials, furnishing these and a small wage to workmen who worked with their own tools and in their homes as place of work. The product was now claimed by the merchant-capitalist. Many of the workmen were agricultural laborers and their families who eked out a livelihood by carrying on home weaving, etc., during the hours when they were not busy in the fields. This period marks the transition to our modern capitalistic industrialism. With the coming of the great technical inventions and rapid development of the factory system of production, control over tools (machinery) and place of work also passed into the hands of the business class, and the modern wage-earning class emerged.

NEW CLASS GREW UP

So the industrial revolution ushered in, along with new and far superior methods of production of commodities, a new social order based on these new forms

of property and property relations, and the new classes, on the one hand, of capitalists, owners of the new economic life, and, on the other hand, of wage-earners, an ownerless class who hire out their labor in the open market for wages, to those who own the means of production and consequently their means of livelihood.

Massed in factories and slums of the rapidly growing cities, men, women, and children working excessively long hours for masters eager for greater and greater profits, receiving out of all the new wealth created mere pittance for wages, and without any say of any kind in the processes of production and distribution, this new class of wage-earners early learned, in their struggle against such conditions, the lesson of solidarity in organizing their only, but most strategic, weapon, their labor-power. And so unionism was born.

Unionism, then, has been a necessary development out of conditions and classes following on the industrial revolution. Further, it is, by its very nature, a class weapon, born of the struggle between the owners of industry for maximum profits and the workers for higher wages and a generally better standard of living:—a struggle which has characterized the present economic system from its inception and, except for temporary lulls and compromises and talks of "peace" and "harmony," has continued on an ever-deepening and widening scale ever since.

For over one hundred and fifty years, more and more millions of wage-earners in every part of the world have found the union to be the most effective tool with which to improve their working conditions and standard of living. Now, labor is learning to organize its political power, and its consumptive forces through its co-operative movement. These three phases of the Labor Movement, together with Workers' Education, reinforce one another, and unionism takes on even larger significance.

POPULAR EDUCATION AND UNIONISM

With the development of a public system of education, coming out of the social changes following on the industrial revolution, we teachers, massed in large mechanized school systems, hired by school boards dominated by business interests, receiving poor pay, being continually speeded up and with no control over our means of livelihood, are also learning the lesson of unionism, though more slowly than industrial workers. The "education" through which we passed, and certain professional traditions which we have been taught, seem to have dulled the intel-

ligent understanding of many teachers in this respect.

However, we are learning also, to behave like union beings. European teachers are in general strongly organized. Take England, for example, where approximately 125,000 teachers have a national wage scale agreement with the national organization representing the local school boards, and through their union have conducted successful strikes, reinstated unjustly discharged teachers, promoted educational reform, etc. While in many European countries these unions have followed narrow craft lines, demanding and receiving aid in times of need from the Labor Movement, but refusing to affiliate and assume their share of social responsibilities, in other countries, as in Bulgaria, Rumania, Greece, Italy (before Fascism crushed the Teachers along with other bona fide unions), Austria, Russia, etc., the Teachers Union is, like our own, within the Labor Movement. Also teachers' unions affiliated with organized labor exist in China, Japan, and in several South American countries, showing that teachers everywhere are slowly but surely waking up to the fact that they must behave like union beings.

Wherever real teacher unionism exists, concrete accomplishments both for the teachers and the school system can be observed. In this country, we can point to achievements of the American Federation of Teachers in Atlanta, Chicago, the Twin Cities, Cambridge, Portland and New York City, as well as in many other places. These indicate clearly what could be accomplished if the teachers were thoroughly and intelligently organized.

We behave like union beings, first, then, because we find through such co-operation that we can most effectively promote and protect our common economic interests as wage earners. Further, as workers in educational institutions, a significant reason for teachers' organizing is that such organization furnishes a method of guaranteeing to the next generation that it shall receive *real* education, from teachers unafraid of "consequences." Students taught by unionized teachers stand a much better chance of securing a true understanding of history and the world in which we live.

There is another and even more important reason why we behave like union beings. The Labor Movement has a historical role to play, on an international scale.

While not all, even among organized labor, especially American labor, will agree fully to this state-

ment, it is becoming increasingly clear to the most intelligent and studious in labor's ranks, as well as to many of the best scientists of the age, that if some of our most pressing problems, as those of imperialistic aggrandizement, imperialistic wars, mass unemployment, racial exploitation, are to be solved, problems which must be solved if the human race and its culture is to go on, they must be solved by the international Labor Movement. No other organized force, of such economic and socially strategic position, of sufficient proportions and potentialities exists. In speaking of the Labor Movement, I am of course referring not merely to unionism but to all phases of organized labor, economic and political.

This fact may not appear clear to some, but the majority of you will recognize its sober truth.

In every historical epoch in which deep-going social changes are in process, some class has acted as the standard-bearer, the carrier-forward of this change; the reasons for this being that this group's own interests and destiny were bound up with the move forward, while other classes and groups found theirs identified with the old. Take for instance, in the epoch just preceding our own, it was the young rising bourgeois class; born of the commercial revolution, who championed the new order, based on science and mass production.

NEW CLASSES COME FORWARD

In periods of history where no new class has come forward as the champion of social change, then social disintegration has set in, and that society, as a civilization, has disappeared, although some of its culture has usually been absorbed by a younger, more vigorous social organism. Today, however, we are a world society so economically and socially interdependent that, should we fail to solve the problem facing us, we can only hope that Mars or some other planet would salvage what is worthwhile of our human world culture.

To return to our immediate situation: It is generally admitted that we live in a highly dynamic world. Today, the old order, under control of financial interests, shows every sign of being unable to cope with the problems it has engendered. Not only is it unfitted to control and direct pending social changes; it is in fact doing everything possible to hold back social changes (excepting those which enhance the business group's ability to increase profits).

The Labor Movement is clearly the bearer of the new social order, an order based on social as well as

mechanical science, an order organized for the service and well-being of its members, rather than for private gain.

LABOR IS MODERN PIONEER

Labor, then, is the modern pioneer in human culture.

Because it is a movement, the Labor Movement is itself a highly dynamic organism, having to adjust itself to a continually changing world. Within its body have been and still are rather contradictory forces, forces opposing social change and forces championing it. There is a continual realignment of these conservative and revolutionary forces, the victory going to those groups which at that time are most in line with historical developments. Any group, whether it be a union or a leadership, which can not keep up with developments, drops out of the picture; but while older issues pass, and along with them, older groupings, and new issues and new groupings are taking their place, the Union and Labor Movement goes on.

This is an important point for the unionist to recognize, so as to keep a perspective on the whole. In attempting to keep himself and his groupings always abreast of current realities, the unionist's basic faith and loyalty should be to the movement and its objectives, and only identified with any particular leadership or organization in so far as this group remains true and adequate to the demands of the times. Unless this perspective is kept in mind, bewilderment and severe discouragement may occur. On the other hand, it is an interesting fact that those who have once grasped the larger function of the Labor Movement rarely leave its ranks. These thousands are able to carry on tasks and undergo hardships which seem impossible for an outsider to comprehend.

It is to a real purpose that we behave like union beings.

DOROTHY P. GARY.

LEAVE SOME ADJUSTMENTS TO THE CREATOR

To forget the miseries of the past and remember only its charm; to live in the present to the limits of its utmost possibilities, and to view the future as one who has traveled romantically in a colorful far country views the skyline of his nearing homeland—with a sense of great content and a slightly sad resignation.—George Jean Nathan.

MINNEAPOLIS ESTABLISHES GREATER SECURITY IN PENSION FUND

On May 24, 1928, the teachers, by a vote of 2,328 to 1, approved four amendments to the articles of incorporation of the Minneapolis Teachers' Retirement Fund Association. These amendments were immediately submitted to the Ways and Means Committee of the city council for approval. This committee ordered an investigation by the city attorney and the Charles H. Preston Company, certified accountants. When the investigation had been completed, three out of five members of the Ways and Means Committee indicated that they would not vote for the amendments until certain changes were effected. This was clearly the decision on Monday afternoon, October 8. On Tuesday, October 9, the teachers in every school in the city were asked to vote on three definite changes.

In this referendum the teachers indicated, by a vote of more than 2,000 for, and from 1 to 29 against, that they would be willing to effect these changes in the articles. Briefly, the changes will provide that the accounts be kept on a cash basis instead of on the accrual basis. The second change provides that future budgets should not carry the item of uncollected taxes and interest thereon, and the third provides that teachers leaving the system before completing ten years should surrender the city deposit set up for them.

On Wednesday, October 10, when the results of the referendum were presented to the members of the Ways and Means Committee, they voted unanimously to approve all four amendments. On Friday, October 12, the city council, by a vote of 21 to 1, ratified the four amendments. Immediately upon this ratification, the Board of Estimate and Taxation fixed the rate for 1929 at one and a quarter mills. This millage will give the association about \$80,000 more than the one mill tax would have produced, and the fourth amendment will release about \$66,000, which otherwise would have gone into the amortization fund. There will, therefore, be about \$146,000 additional revenue to be distributed as city deposits. It is hoped that these changes will make possible full deposits according to the plan for the year 1929.—PHILIP E. CARLSON, in *The Federation News*.

A bill has been introduced into the Canadian House of Commons seeking to establish a Department of Peace. A hopeful sign. Let us all take heart.

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TWIN CITY NUMBER

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TEACHER to follow will be the Southern Number in March, the Pacific Coast Number in April, and the Chicago Number in May.

TENURE OF OFFICE FOR TEACHERS IN TENNESSEE

A bill for teacher tenure has been prepared to be presented to the General Assembly of Tennessee now in session. The proposed bill will provide that teachers can not be dismissed from their positions by a city or county superintendent and school board until after the charges are preferred in writing. The teacher will have the right to make defense against the charges, employing an attorney if necessary.

It is anticipated that this measure will be passed by the General Assembly without serious opposition. A sound Tenure-of-Office Act will mean not only greater freedom and self-respect for teachers, but also better schools. Tenure is not merely an economic necessity to give a feeling of security of livelihood, but a spiritual necessity if the schools are to be a dependable factor in the welfare of the nation. "If the schools are to produce free, unafraid men and women, American citizens of the highest type, the teachers must live and work in an atmosphere of freedom and self-respect." Tenure is the first requisite if the teachers are to do the job which America has set for its schools, which is "not alone to teach reading and writing, but to perpetuate the democratic form of government," to develop American citizens who shall have rich intellectual and spiritual lives.

When Tennessee has passed its Tenure Law, it will have taken the first long step toward making teaching a profession.

TEACHERS' SALARIES ARE LOW

"Salaries of teachers in the higher branches of learning are inadequate," speakers of the American Association for the Advancement of Science convention, declared at a recent meeting of this body.

A survey of 302 colleges of arts, literature and science showed that the average salary for the year 1926-1927 was \$2,958.

Sad, but true, the salaries of the teachers in our colleges and our schools, as well, are low; so low in fact, that it is a wonder that our colleges and schools can induce men and women of learning to continue in this calling.

A comparison in the salaries paid our teachers, both those in the schools and those of the higher

colleges, with the wages paid in other professions, will show that the teacher, with his many years of training and study, is receiving less money.

Believing that the laborer is worthy of his hire, and that all who work, whether it be in the factory, mine, workshop or school room, should be paid for services rendered, *The Advocate* suggests that the teachers in our colleges and schools are entitled to better salaries than they are now receiving.

However, the first aid in relieving this unfortunate situation does not lie with the friends of the teachers, it is a matter for the teachers themselves to begin. Organization is the hope of the teachers, just as it is for the workers. Without organization and collective bargaining the teachers of the country can well count on being underpaid forever, as history has proven that nothing can be gained by individual effort that will benefit the classes as a whole.

The teachers in our schools and colleges should awake. They are intelligent and should realize that if their wages, or salaries if you choose to call them that, are to be raised to the standard and increased in proportion to the services they render, it will have to be through their own efforts and with the assistance of the organization of school teachers, an affiliation of the American Federation of Labor.

A thoroughly organized teaching body in our schools and colleges would be in a position to demand and would receive salaries in keeping with the profession—an unorganized teaching body will continue to be the lowest paid class of intellectuals in the country. The choice must be with the teachers.—*Nashville Labor Advocate*.

HOW GOOD ARE OUR PUBLIC SCHOOLS?

Helen Taft Manning, dean of Bryn Mawr College, makes a plea for the supernormal in an article in *McCall's Magazine* entitled "How Good are our Public Schools?" She says:

"When the National Education Association, which represents the public school teachers and superintendents from all parts of the country, met in Boston a little while ago, the newspapers devoted most of their attention to the fact that Mrs. Lindbergh flew across part of the continent to attend the meeting. While all American women must have been interested in this reminder that the spirit of adventure is not confined to the masculine side of her eminent family, it is worth noting that the object which attracted her to this meeting was the perennial question of the public schools.

"The most notable speech made before the Association was that in which President Lowell of Harvard University contended that our public schools were far behind the schools of Europe in the speed and efficiency with which they prepared students for college. Boys and girls who enter our universities today, according to Mr. Lowell, are not really prepared to do college work at all, and almost two years must be spent in college classrooms over work which is usually accomplished by the preparatory schools, public and private, in Europe. Well and good then, he concluded, the colleges can do this if they must, but let the schools at least speed up the work they do now and try to send their graduates to college at seventeen or eighteen instead of holding them back until they are nineteen or twenty as at present.

"Naturally, President Lowell's remarks did not escape severe criticism. In many points the accuracy of this statement of the situation was disputed, but several of the leaders in the Association went further and challenged the very assumption that our public schools should be judged on their ability or inability to prepare for college. Since the public schools of America are required to educate the entire youth of the country, only a small fraction of which will ever attend college, is not the problem of higher education a negligible one in our educational situation as a whole? Many of the later speakers at this Boston meeting urged that the high schools should break even more completely with the colleges, and should refuse to shape their courses to meet the college requirements.

"Certainly Mr. Lowell's criticism is narrow in its scope and there are many other points of view than that of college preparation from which our public school system should be considered. Yet I think that his speech raises a vital question for any democracy to face. Whether or not boys and girls are to be prepared for college, it is certain that the kind of education given ought not to be adapted to the lowest levels of intelligence among the pupils. If the duller and slower children in any large group set the pace for the brighter ones, it means that the more promising members of the rising generation instead of learning to work hard and go ahead for themselves, will be encouraged to take things easy and waste their time—an unhealthy viewpoint.

"It is not so much the goal of the schools whether that be preparation for college or for a trade, as the leisurely pace set in making for it, that is open to criticism. Slow minds and slow fingers have to be trained as well as nimble ones, and no doubt there

are more of the former for the schools to handle. But as the slower pace is actually bad for the abler pupils in any subject, we shall have to come to some method of reclassification by which the better students can be pushed ahead. Already there are a few special classes for the 'backward' children. But we are less willing to recognize the exceptionally quick ones, in part, because they themselves soon learn and in time may actually prefer to travel at the slower pace. Our school system will never really meet needs of the country until it searches out in every class the boys and girls who might be racing ahead, for they should be the ones to set the pace and fix the standard of achievement for their own generation. 'We must,' says Mr. Abraham Flexner of the General Education Board, 'have done with the idea that boys and girls will be mental prigs or physical wrecks if their superior endowment is utilized. Assuredly a nation of a hundred million will not make its proper contribution to civilization, unless excellence is esteemed and enabled to play its proper part.'"

THESIS ON THE AMERICAN FEDERATION OF TEACHERS

Special attention is called to the notice of the publication of the thesis of Mr. J. M. Graybiel, of San Francisco, on the American Federation of Teachers. Mr. Graybiel is a member of San Francisco Local 61 and has written a thesis favorable to our Federation. The very fact that such a thesis could pass through the university in spite of definite opposition deserves recognition.

Mr. E. J. Duprey, secretary of the Pacific Coast Teachers Publishing Company, and co-editor of the Public School Journal, is also a member of Local 61 and a former vice-president of the National.

It is hoped that the membership at large will support the publishing of this thesis. Locals are urged to place orders for their members.

INVICTUS

Better to fall in daring
The sunlit heights to scale,
Than to rest in the valleys
And smile at those who fail.

Better to fall in striving
The summit to attain,
Than to dwell securely and
Be unaware of pain.

—Mary Dixon Thayer.

SECRETARY HANSON VISITS ATLANTA

Locals 89 and 183 have been very fortunate in having a visit from Mrs. Florence C. Hanson, the beloved and efficient Secretary of the American Federation of Teachers. As Mrs. Hanson was the delegate from the A. F. of T. to the convention of the American Federation of Labor in New Orleans in November, Local 89 invited her to make Atlanta her headquarters between visits to the various southern cities where she planned to make visits in the interest of the A. F. of T. Mrs. Hanson arrived in Atlanta on Thanksgiving day and was able to give the Atlanta locals about ten days visit during which she was the guest of Local 89 at the Georgian Terrace Hotel.

On Saturday, December 1st, Mrs. Hanson was the guest of honor at a luncheon given by the Executive Committee of Local 89 at the Henry Grady Hotel. The purpose of this luncheon was to give the members of the Executive Committee of Local 89 the opportunity of meeting Mrs. Hanson and to discuss with her the plans for her organization campaign in the south. While several members were out of the city for the Thanksgiving holidays Miss Mary C. Barker, President of the A. F. of T., Mr. Ed. L. Sutton, formerly Vice President of the A. F. of T., and ten members of Local 89 were present to welcome Mrs. Hanson officially to the city.

On the following Monday Mrs. Hanson made an address at the regular general meeting of Local 89 and was heard by a representative group from Locals 89 and 183. Mrs. Hanson made a splendid outline of the program and policies of the American Federation of Teachers which made the local members feel much closer to the National since they had gained information which they had desired. Mrs. Hanson complimented the Atlanta and Fulton County Locals on their work and progress and stated that the situation here was one of her best talking points in trying to convince unorganized teachers of the advantages which teachers could gain through affiliation with the A. F. of T. and with Organized Labor. At this meeting it was unanimously voted to send Mr. W. J. Scott to Savannah to assist Mrs. Hanson in her efforts to organize a local there.

On Friday night, December 7th, Mrs. Hanson was guest of honor and principal speaker at a banquet at Rich's Tea Room sponsored by Local 89. Among the invited guests were Miss Mary C. Barker, President, and W. J. Scott, Vice President of the

A. F. of T., Mr. George W. Powell, President of the Board of Education, Mesdames West and Nelson and Messrs. Gaines and Maddox and Dr. Burns, of the Board of Education, Dr. Willis A. Sutton, Superintendent of Schools, and Assistant Superintendents R. R. Ritchie, H. Reid Hunter, and Mary W. Postell, Mr. Carl Karston, of the Atlanta Federation of Trades, Mrs. H. G. Parks, President of the Atlanta P. T. A. Council and Mrs. Lloyd, President of the Fifth District of Georgia P. T. A. Council. There were present also a large number of Atlanta and Fulton County teachers.

Addresses of welcome were made by Dr. Sutton, Mr. Karston, Mr. Powell, Mr. Gaines, Mrs. Parks, Mrs. Lloyd, and Mr. W. F. Dykes, President of Local 183. All of the speakers gave Mrs. Hanson a most cordial welcome on behalf of their various organizations and each stressed the very valuable results which have come to Atlanta's educational system as the results of the affiliation of the teachers with the American Federation of Teachers. All of the speakers stressed the spirit of harmony which prevails in Atlanta between the administrative forces and the teachers and Mr. Powell expressed the unanimous opinion that Mrs. Hanson represented the "greatest organization in the entire nation."

After the addresses of welcome Toastmaster Barron, President of Local 89, called on Miss Barker to introduce the speaker of the evening. Miss Barker stated "that office confers no honor on any person but will disgrace anyone unqualified for the post." In presenting Mrs. Hanson she reviewed her activities as Secretary-Treasurer of the national and stated that she knew of no one who could better represent the traditions and ideals of the American Federation of Teachers.

After expressing her appreciation for the cordial reception which she had received in Atlanta Mrs. Hanson made a masterful address in which she reviewed the evils of the American educational system and pointed out the fact that the only hopes for the correction of these evils rests in the hands of the teachers. Mrs. Hanson pointed out how the American Federation of Teachers had been organized as a protest against abuses of power by administrators and as an effort on the part of the classroom teacher to correct the evils of our educational system. She gave a splendid outline of the social program of the American Labor movement and pointed out that it was the only recourse for the teachers

since Organized Labor is the only body interested in the protection of the schools from exploitation by special interests and for the protection of the teacher in her economic, social and political rights. All present were enthused by this splendid and ringing message, and the only regret expressed was that every teacher in the two systems had not been able to hear this inspiring address.

Mrs. Hanson was invited to address the regular meeting of the Directors of Local 183 on Monday afternoon before she left the city for Augusta and Savannah. She was given a most enthusiastic reception and heard a report of the splendid results in the membership drive which has brought ninety-five per cent of the Fulton County teachers into the local. Much interest was shown in the National and a liberal subscription was made to the organization fund. It is the general opinion of all who heard Mrs. Hanson that her visit had done both locals much good in bringing the membership into closer touch with the National and in giving the membership a clearer conception of the purposes and policies of the American Federation of Teachers. J. P. BARRON.

AMERICAN FEDERATIONIST

The official magazine of the American Federation of Labor, *The American Federationist* reported excellent progress both financially and educationally to the New Orleans convention. This magazine has an outstanding position among the labor magazines of the world and is widely quoted by publications in the United States and foreign countries. It has been used as a text book in colleges and universities and by trade union study groups.

The New Orleans Convention adopted the following recommendation with respect to *The American Federationist*:

"It is recommended that every officer of national and local organizations, who has not already subscribed, subscribe to and read *The American Federationist*, and urge their membership to subscribe and read this magazine. It is especially recommended that editors of labor papers make full use of the current articles for publication in their papers and for suitable comment. It is also recommended that all local bodies endeavor to see that *The American Federationist* is placed in the public and school libraries of their localities, where it will serve an important purpose in educating students and the general public in our trade union movement."

Conditioning the Superior Teacher

Physicians and psychologists, these days, are talking about the "drives" of personality which regulate our well-being. Aged people, a doctor tells me, do not recover easily from influenza because they do not feel the "drive" to live. A child who did not talk until he was seven years old, a psychologist explains, lacked the emotional "drive" necessary to express himself. The dynamics of personality are explained in part by the functionings of the ductless glands; in part, however, they are explained by environment. It is to this latter explanation in relation to teachers that I would direct your attention.

Every teacher feels the ebb and flow of energy which makes the same task at times seem arduous, at other times, easy. We all know the evanescent quality of enthusiasm which makes it impossible to be controlled by the will. Much of our enthusiasm for our work, however, lies in our relationships with other people. Try as hard as we will, we can not remain very long indifferent to our relationships with supervisor or colleague. For a very brief time only, may we feel satisfied within the cloister of our own mind.

Perhaps you have witnessed among a group of teachers the change in quality of work that followed a change of supervisor. You are doubtless aware of the effect which a transfer of a single teacher may have upon the morale of a department. We have all seen a rather obscure teacher suddenly burst into prominence because someone was able to "bring her out." All of these influences of personality upon personality are not peculiar to teachers; they are peculiar to human nature itself. It is a phase of teacher-relationship, however, about which too little is said. And yet it represents a major problem.

A distinguished visitor from out-of-town spent the day at a prominent city high school. At the end of his visit he commented to the principal favorably on certain observations he had made. His words of praise were passed on to the members of the faculty, but only after they had been diluted into terms of general approval. No specific teacher was referred to; no particular teaching skill was called attention to. Only words of general praise for the school as a whole were deemed appropriate for repetition. In other words the whole faculty was allowed to share in the praise that belonged to a few. In such a way was the *esprit de corps* of the school maintained.

One of the most serious deterrents to teacher-en-

thusiasm today is this idealization of the abstract teacher and neglect of the individual teacher. Our professional magazines and superintendents' bulletins all join in this substitution of sentimental generalities for specific recognition. To single out a particular teacher and admit either in writing or before witnesses that that individual has contributed an outstanding piece of work is a breach of administrative etiquette. Something of the attitude of the employer who fears to cause dissension among his workers seems to have produced this cautious administrative mind. He must praise all or none, else who knows what havoc jealousy may create.

Undoubtedly much, if not most, of the blame for this attitude lies with the teachers themselves. There is something in the temper of American teachers today that makes them fear the superior teacher. Dealing constantly with minds which they can control with ease, there is the ever-present danger that they become resentful of all but inferior minds. True, in the conventional routine of organization, teachers are willing enough to accept authority of principal or supervisor; but among themselves they admit no superiors. Unhappy, indeed, is the teacher who dares to aspire to superior achievement outside of administrative position.

In what way does this sentimental blurb about a teacher instead of *the* teacher affect the rank and file of the profession? Doubtless many teachers are far better satisfied with this comforting doctrine of "us all." It is possible, though, that we are erring in the same way we have erred in our classrooms, protecting the weak pupil at the expense of the superior pupil. Some day education must reckon with the superior teacher who does not aspire to become an administrator. If we are not careful this intellectual timidity with which teachers are afflicted will devitalize the whole teaching profession. Real professional enthusiasm will be smothered in sentimental catchphrases about "service to the school." To preserve one's intellectual identity right now brings only the reputation for a bad temper.

The influence most corroding to teacher-enthusiasm is the subtle cynicism which besets the teacher-mind as she watches the procession of mediocre minds exalted to high positions. This is not a sulky retort of a disappointed candidate, let me hasten to add. For the blame here lies, also, with the teachers themselves. It takes a wise man to discover a wise man—

William James said as much—and the intellectual calibre of any teaching body may be measured by the quality of its leadership. When we exalt small minds to high places deterioration sets in. When teachers remark cynically at lunch time "Qualifications are but a handicap," or "If he had any ideas he wouldn't last two weeks,"—the situation is far more serious than a few disgruntled teachers.

One of the causes of our present state of mind in regard to teacher-superiority is the perverted emphasis upon character. Somehow or other the idea has gotten about that intellect doesn't count. Teachers trained in academic subjects think, rather absurdly to be sure, that the value of mathematics lies chiefly in the social contacts which a class in geometry provides; or the values of history, in the opportunities it provides for character training. Quite a popular theme for convention programs is *education for citizenship*. Will no one organize a national convention to discuss the "moral obligation of being intelligent"—to borrow a phrase from a popular lecturer whose name eludes me? Will no national organ point out the fact that intellectual discernment must precede character training? How long shall we continue to apologize for the intellectual activities of a school?

Teachers themselves, let me repeat, don't seem quite sure in their minds about the value of intelligence. They distrust the I. Q. with all the suspicion which a Hottentot might display toward a moving picture machine. They seem to hope against hope

that all efforts to measure intelligence will fail, or that in the final check-up it will be disclosed that intelligence doesn't matter very much anyway.

And yet Terman in his book *Measuring Intelligence* places a high decree of correlation between intelligence and moral behavior. Not all social delinquents are persons of low I. Q.—there are other reasons for moral delinquency than low intelligence—but all persons of low I. Q. are potentially immoral. One has to be capable of perceiving moral values before he can behave morally. Our whole educational system places too low an emphasis upon the grasp of moral distinctions. Teachers not only distrust intelligence in the classroom; they distrust it among themselves.

The effect of this distrust of intelligence is a great deal of energy wasted—wasted in the compromises which timid minds demand of the thinker. How many subterfuges are invented in order that a progressive teacher may pursue, unmolested, her teaching genius!

The virility of the teaching profession is threatened by these tendencies. Only when teachers dare to demand of themselves the highest intellectual attainment; only when they can learn to respect a mind better than their own within their own ranks; only when they demand men and women of ideas for their leaders—only then will the teaching ranks be a place in which a superior mind can function with maximum efficiency.

LUELLA B. COOK.

The Child Guidance Clinic of Minneapolis

It is the Monday morning after the Easter vacation, and Mrs. Turner in Room 400 of one of the city's high schools is reading the notices to her advisory group and is taking the attendance. When she comes to Rosy Dukas's seat and finds it vacant, a worried pucker appears on her brow, and consternation fills her heart. As soon as she can leave her group, she hastens to find the home visitor who says, "Why the worried look?"

"Where's my Rosy?" exclaimed Mrs. Turner, "she is absent today, and I fear some mischief during her vacation."

"Well," replies Mrs. Jones, "your Rosy is in the hands of the Juvenile Court again. She was caught Saturday taking a ring from Smith's department store, and since this is her third offense, I am afraid

she will be sent to the girls' reformatory. Now, why don't you take her into your home and keep her for the six months' probation period if the judge will put her on probation?"

Mrs. Turner asks for a few hours to deliberate, for what will she do with a sixteen-year-old girl with such kleptomaniac tendencies!

She is almost certain that Rosy, when she appears before the Juvenile Court Judge, will be sent to the reformatory. She knows her history; the daughter of Russian peasants, orphaned at seven and raised in an asylum. At sixteen she is sent from the orphan asylum to the home of a married sister who lacks the funds to give Rosy the pretty things she desires and the will-power to correct her bad tendencies. Finally Mrs. Turner agrees to take the girl and to do all that she can with the aid of the Child Guidance Clinic

(an innovation at that time at the University of Minnesota).

TRY DELINQUENCY CURE

Accordingly at ten o'clock on Tuesday, Mrs. Turner and her wayward advisee appear at the Court room where they are met by Mrs. Jones and Miss White, one of the psychiatric workers of the clinic, who feels certain that the psychiatrist can cure her of her delinquent tendencies if she can be put in charge of an understanding woman who will work with the clinic.

The next scene is the Court room where Rose Dukas is called before the judge. Rosy pleads guilty, acknowledging that it is her third offense. Mrs. Turner thereupon asks the Court's permission to take Rosy into her home and under her care for six months during which time she will report bi-weekly to the court and will visit the Child Guidance Clinic. The Judge consents to the plan, commending the teacher who will do so much for one of her pupils. Of course Rosy is a trial, but Mrs. Turner perseveres and with suggestions from the psychiatrist she helps the girl to feel that the adornment of the soul and the mind is vastly more important than the adornment of the body. Rosy is made one of the family at her teacher's home; she is broken entirely of her bad habits, and, at the end of the following year is graduated from the commercial department of the high school and enters a business office where she still is working. She has become a steady, dependable member of society.

THE CASE OF MARY

Another case of Mary comes to the attention of Mrs. Turner. At the Child Guidance Clinic she meets Mary, a senior from another high school, who with wild eyes is awaiting a conference with the psychiatrist. (Later she is told the cause of Mary's visit and although the case is authentic, the names are not.) Mary has expected to be offered the honor pin at her high school and when it is awarded to another member of her class, she runs amuck. She believes that one of the teachers is her father who disappeared when she was a baby, she believes she should have been awarded the honor badge, she believes that every one in school is against her. With tact the home visitor has her accompany her to the Child Guidance Clinic where she is given a four-fold examination: physical, psychological, psychiatric and social. If the case had been referred to specialists ten years previously, certainly she would have been adjudged insane and in a psychopathic hospital would

certainly have lost her reason. Today the physician, the psychologist and the psychiatrist decide that the delusions can be cleared away. She is excused from school six weeks before graduation to take a job. Mary is very punctual in reporting to the Clinic and finally is discharged from the Clinic cured. She received her diploma with her class, is a self-supporting member of society, is contented at her job, and has a certain degree of poise; whereas if she had not been fortunate enough to have been treated by a psychiatrist, she would probably have been a state charge for the rest of her life.

"UNASSIMILATED" PARENTS

Edward is a chap about whom Mrs. Turner learned in her many visits to the Clinic. Edward was the son of foreign immigrants who preserved the home life and habits of their native country. They just would not assimilate American ways at all. His father, suspicious of American ways, was sullen and morose; the mother was delicate and sickly; their home was a dilapidated house of two rooms. This home life was almost unbearable to Edward. At school Edward was bright and happy. Now it is time to graduate, and he suddenly fails in all of his work. The school authorities can not understand his case. Finally the psychiatrist is visited, and he learns that Edward imagines that he is so ugly that people avoid him on the street, that they regurgitate their food at sight of him. He goes out only at night, avoiding all contact with people. He finds a night job and works like a Trojan to expiate some imaginary wrong, and his school work fails as a result. When the psychiatrist diagnoses his case, he finds that Edward was once initiated by some men in a railroad shop where he worked one summer. They rubbed his face full of grease, then rubbed into that some cinders. Later he saw his mother lying ill in the hospital on a fine white bed, such as he had never before seen. Then, too, he was leaving school, and the teachers, always good to him, had been his best friends. He just could not stand this separation and loss and the result was his mental break. He imagined himself ugly since his initiation into the group of workmen, for some cinders remain in his skin today. He imagined that his mother must expiate some evil for which he was responsible by suffering in a hospital (to him the white bed became a bier), and he could not stand the shock of his break with his beloved teachers. By the help of the Clinic he is now graduated, has a good job with an electrical concern where he has in one year earned

three promotions, is happy and contented, and as often as possible goes back as an alumnus to his high school to visit the principal and his teachers.

OTHER CITIES MIGHT PROFIT

Mrs. Turner, feeling that others in the United States might be interested in the history of the Child Guidance Clinic of Minneapolis has told me this story. Scores of children, parents and teachers have received such intelligent aid that the story is here related of the inception and development of the clinic with the idea that similar mental hygiene clinics may be established in other cities.

In 1922 the directors of the Commonwealth Fund of New York sent a representative to Minneapolis at the invitation of the attendance department of the Board of Education with a view of establishing there a demonstration child guidance clinic for one year, at the end of which time the city social agencies and the Board of Education were to continue the clinic. The research workers of the Board of Education had been studying for years the cause of juvenile delinquency and welcomed the opportunity to do scientific research with a psychiatrist. The demonstration clinic under Dr. Lawson Lowry and his workers was established at the University of Minnesota where it could be accessible to research workers of both St. Paul and Minneapolis.

The Council of Social Agencies, the Board of Public Welfare, and the Juvenile Court as well as the Board of Education welcomed such an opportunity to study mental hygiene, behavior problems and causes of juvenile delinquency. The year was a very successful and helpful one. The directors of the Wilder Charities of St. Paul then established a clinic in their city. In Minneapolis it was at first thought advisable to establish a similar clinic under the auspices of two members from each of the four interested groups. Finally the City Council decided to place the administration entirely in the hands of the Board of Education paying for it from the funds of that group. It was open to all children regardless of which social agency in the city should recommend the child. In 1924 Dr. Smiley Blanton and a corps of assistants including a psychologist established a clinic at Lymanhurst Hospital. Smith College from the very outset has used this clinic as a training center for its psychiatric studies and has sent two students each year to the clinic. In 1927 Dr. Blanton was called to Vassar College. Dr. Herbert E. Chamberlain of New York City is his successor and present psychiatrist at the clinic.

Minneapolis is the first city in the United States to establish a Child Guidance Clinic administered and paid for by the Board of Education. Newark, N. J., has a similar clinic but with certain restrictions as to whom it may treat. The clinic at Minneapolis has no restrictions whatever, serving children, parents, teachers and principals. The children in special classes, regardless of their I. Q., may be brought for treatment to the Child Guidance Clinic at Minneapolis.

Now a word as to the objectives. One psychiatrist has said: "Mental hygiene teaches how to help the child to adjust psychologically to his environment; it teaches how to help him to understand those emotional forces which make for success or failure. After physical hygiene has secured for the child a healthy physical routine, it is the function of mental hygiene to secure for him a healthy *emotional* life—to see that he is able to adjust to people and to develop in such a way as to make the most of his psychological and emotional possibilities. The sensitive child, the anxious, moody, timid, egocentric, morbidly suggestive, seclusive, sullen, "bumptious" child is suffering from several handicaps. Many children fail in school because, through inhibitions, their intellectual and emotional possibilities are not brought out to the fullest or because they are trying to do something they are not fitted for. Mental hygiene holds out a helping hand to these cases. Hence mental hygiene teaches emotional poise and that understanding which is necessary if children are to make the most of their intellectual possibilities. The Child Guidance Clinic is not a clinic where a few children suffering from serious difficulties are brought for examination and treatment. Its aim is to help all children gain an emotional poise."*

The results of the treatments of the Child Guidance Clinic cannot be measured so remarkable and marvelous are the results. Many a parent and many a teacher feels that it is eminently worth while if in a year but a single child is saved from a psychopathic hospital. People from all over the world who recognize the importance of this undertaking have come to Minneapolis to observe the work of the clinic. The Child Guidance Clinic which started as an experiment has now become a recognized part of the Minneapolis educational system.

ALICE FITZ GERALD DRECHSLER.

(*Smiley Blanton, M. D., in the *Parent-Teacher Broadcaster* for May, 1925.)

Out St. Paul Way

Salaries

Not long ago there appeared in a national magazine, an article by a California professor in which he bewailed the low salaries paid teachers, called attention to what he considered high returns for labor and business people, and pleaded with these two groups to give the teachers more money. The professor overlooked two things: human nature and business methods. It is too much to expect of human nature that people will spend their spare time trying to raise teachers' salaries without effort on the part of teachers. Or to turn it round, who ever heard of teachers using their leisure hours to raise the income, say, of lawyers or grocers? Also, business and labor men are aware that if they are to earn more, they must spend more.

During the past year St. Paul teachers seem to have proved that they have learned these important facts some time in the past. Considerably over a year ago a Joint Salary Committee of the two Federations and the Principals' Club was formed. A collection from all teachers was taken up later to defray the expenses of a salary campaign. The usual studies of the local situation, surveys of other cities, and collection of statistics, were made. The services of an authority on city hall money matters were engaged. Co-operation of the parent-teacher associations, the labor groups, and newspapers was sought and obtained. Without the help of each of these factors success would have been doubtful. The Joint Salary Committee worked day and night, but mostly nights, as the members had their daily work to do. The hardest part of the job was to find the money for an increase; asking for it was easy enough. The committee's efforts met with success when late in August the City Council voted the necessary sum into the budget upon the formal request of the Commissioner of Education and with the approval of the City Comptroller.

The raise became effective as of January 1, 1929. It is small but it was all there was to be had. It will be helpful in many ways, not the least of these being that it has again shown teachers how much more profitable it is for them to take the lead in their affairs than it is to wait upon the efforts of others.

The School Program

The Federation of Women Teachers has been making a little study of the time spent by teachers, in

a five-hour school day, in caring for matters which laymen, and many teachers, do not take into account in summing up what actually makes a day's program.

During the spring of 1928, blanks were prepared for the recording of special activities and twenty carefully selected teachers asked to do the work. Not quite all responded. Yet in twenty school days, they totaled five hours, equivalent to one school day, in time given to more than twenty unscheduled matters, including such things as clerical work; health supervision, weighing, nurses' visits, inspections of various kinds; the borrowing and loaning of school material between rooms; banking; book sales; and ticket sales for school affairs and benefits.

The study is being repeated at the present time as a check on last year's report. No attempt has been made by the Federation to evaluate these additions to a day's program. It believes that many of them are probably a part of it. It believes, also, that through it, ground work may be laid for some revisions of the program to the undoubted benefit of the children, and an opportunity for teachers to devote more time to what might be considered their real work.

The Federations Broadcast

An interesting program was broadcast over KSTP, St. Paul, in December, by the two Federations.

The introduction to the hour was given by Miss Florence Rood, vice president of the American Federation of Teachers. Among other things she briefly outlined to the radio audience the aims of the national organization and some of the recent achievements of the two locals.

The musical numbers included a group of songs by Miss Irma Meili, of Central High School, selected from a book of Kindergarten songs composed by Miss Meta Siebold, a St. Paul teacher. An adult student at the Vocational School, Frank Schiltz, offered a number of folk dances on the accordion. Mr. Schiltz had the experience of speaking German at home, Bulgarian in school before the World War, and Serbian after, and English after his arrival in this country. His musical numbers reflected his acquaintance with the folk music of three European nations. The final musical numbers were given by F. C. Brensike and C. G. McMann, members of the Men's Federation.

A. C. Anderson, also of the Men's Federation, impersonating the chairman of the Parent-Teacher

Association of "Chilly Prairie, Minnesota," conducted the meeting with pleasure to his radio audience. The performers of the evening failing to appear, he was obliged to furnish the entertainment also, which he did by reciting poems from a little book, *The Norsk Nightingale*, an effort to preserve quaint lumberjack dialect of the woods of northern Minnesota and Wisconsin.

The program was well received and members and friends of the Federations are urging another broadcast.

Two Years' Experience With Tenure

For many years in St. Paul women teachers who married accepted without question loss of position as a consequence. So far as is known there existed no rule of the Department of Education or other legal provision covering the point.

The Federation of Women Teachers has an early record of opposition to the practice on the ground that it was a discrimination, and of greater importance, that it deprived the schools of many excellent teachers. No teacher so affected, however, could be found to make a stand against such dismissal and the Federation could only let its action be a matter of record.

Whether or not the committee which secured the passage of the Tenure Law was aware that the removal of this matrimonial bar would be a consequence of the law is not known. The committee has made no statement. As a matter of fact, a number of women teachers have married within the past year and are continuing in the schools without comment.

Lest there should be those who question the importance of this result of tenure, attention should be drawn to the enormous amounts of tax money tied up in normal school buildings and their equipment, the cost of educating and training teachers, and, in the removal of teachers from the schools into other lines of activities, a loss on its investment to the state.

Qualification, training, and successful experience, should be the determining factors in the retention of teachers in the schools, not such artificial limitations as marriage.

Personals

Antoinette Ford, teacher in Mechanic Arts High School, is the author of a new book, *My Minnesota*. Some years ago Miss Ford prepared and presented to the Grade Teachers' Federation of this city an outline for the teaching of the geography of Minnesota as required in the grades. This was published by the

Federation and sold for a small sum. So valuable was it found to be and so extensively was it used throughout the state that demands for it were made long after the supply was exhausted. It became evident that there was a need for a book wider in scope than the pamphlet had been, so Miss Ford, urged by the school librarian and a representative of the State Department of Education, undertook the work which resulted in the publication of *My Minnesota*.

While the desire to arouse interest in Minnesota and an appreciation of the state was the underlying motive, it has been carefully combined with the effort to supply absolutely reliable information. The book has a double purpose. It may be used as a text and also to furnish general information of a recreational nature, not only to teachers and children but to all who are interested in Minnesota.

Frederick C. Miller, long known to students and citizens of St. Paul as a geologist, lecturer, and writer, has recently published a book, *St. Paul, Location, Development, Opportunities*, primarily for use in the schools. The purpose of the book is to interest and inform students first, in the geologic background of the city, then its historical development, and to create in them a desire, as future citizens, to assist in bringing into realization, the promise for true greatness which lies in the city. Mr. Miller is now at work on a similar book for the city of Omaha.

Ralph E. Smalley, stage director and teacher of architectural drawing at Mechanic Arts High School, is doing unusual and very interesting work. Mr. Smalley's vocation and avocation dovetail to a nicety so that one can scarcely be mentioned without the other. Besides classes in architectural drawing Mr. Smalley conducts a class in stage craft for a full period each day. This class builds, according to plan, the settings for all school plays, operas, assemblies, pageants, and special programs, and has entire charge of the staging of the same, together with the lighting and stage management.

The settings made in the school are rented out from time to time and the boys receive remuneration for their services. The rental for the sets, cyclorama, and lights brings to the school a revenue for this department.

Mr. Smalley also conducts a business called The Smalley Staging. His equipment, his services, and the service of the boys are in demand for the staging of plays, operas, and pageants by private schools and colleges of Minnesota cities.

Mr. Smalley is a member of the dramatic council for Carleton College, Northfield, Minnesota, and is chairman of the production committee of the Play House, the little theatre movement in St. Paul. He has written articles for *The Theatre Arts Magazine* and *The Theatre Magazine*, both of which have published pictures of settings of plays from Mechanic Arts High School Department.

Jennie Rosenholtz, kindergarten teacher in the St. Paul schools, has been producing some interesting stories of Jewish life which have been published in *The Outlook*. A number of her children's stories have

been published in other periodicals, also.

Caroline Gilbert, teacher of Art in Mechanic Arts High School has attained a name through her art work. Her water color portraits have taken prizes at the Twin City Art Exhibits, and her lithographs and etchings have been awarded prizes at the State Fair. Miss Gilbert was the presiding genius in the furnishing and decorating of the Federation club rooms.

ISABEL WILLIAMS,
S. S. TINGLE,
FLORENCE ROOD.

Evolution and Legislation

About two years ago it was my privilege to lead the forces of intellectual and spiritual freedom of the State of Minnesota to an overwhelming victory over the allied forces of suppression and fanaticism. The climax of this arduous fight came on Wednesday evening, March 9, 1927, at our state capitol. The allied forces of suppression of freedom of thought and inquiry were led by Reverend Dr. William B. Riley, President of the World's Christian Fundamental Association and Editor of *Christian Fundamentals In School and Church*.

On this memorable occasion men and women from all parts of the state began to assemble as early as six o'clock. The audience chamber became filled with a solid mass of spectators, even to the aisles, hundreds being turned away at the door.

The subject of contention was the Anti-Evolution Bill which had previously been introduced into the State Legislature by Dr. W. B. Riley.

In brief the Riley Anti-Evolution Bill was an instrument of legal force aimed to prevent the teaching of any form of evolution which supported the theory that man was linked biologically and physiologically to a lower order of animals. The intent of the proposed law appears to have been to prevent, through intimidation, the free use of their reasoning faculties by men and women engaged in the work of teaching.

THE SIX THESES OF RILEYISM.

1. "That the proposed anti-evolution law does not involve a combination of Church and State."
2. "That the logical product of evolution is irreligion and even atheism."
3. "That evolution is in the text-books taught in the schools and University of Minnesota."
4. "That evolution blasts away the foundations of civilization."

5. "That legislation against the theory is not contrary to the principles of the Constitution."

6. "That it is the duty of every patriotic citizen to do all he can to make it unlawful to teach evolution in the tax-supported schools of our great state."

Undoubtedly, Dr. Riley still adheres to these contentions. By innuendo he affirms that every form of the theory of evolution is false and dangerous to religion and civilization. He and his followers propose to prevent all further investigation and discussion of this problem by employing the suppressive arm of legislative force. This, in brief, is "Rileyism"—a term which I coined in order to distinguish the aggressive and intolerant Fundamentalism of Riley from the passive and tolerant form advocated by more moderate Fundamentalists. Moreover, this term permits us to discuss certain views without introducing the objectionable element of personality.

THE FALLACIES OF RILEYISM (Refutations of the Six Theses)

1. Rileyism involves a combination of Church and State. This movement rests upon a particular interpretation of the Bible. The real reason for anti-evolution legislation consists in a divergent opinion concerning the status of the Genesis record of the Creation and the conclusions of science. Rileyism proposes to settle this intellectual question by the use of legal force. A problem of reason is to be solved by an outburst of sectarian emotionalism. A belief of a particular church group is to be forced upon our entire nation by using barbarous methods of coercion, camouflaged by modern terminology. Certain church groups intend to impose their particular emotional reactions to a question of fact and reason upon all other citizens by invoking the aid

of the State. Therefore this first contention of Rileyism is a gross misrepresentation. The fallacy consists in the primitive notion that reason can be conquered by force.

2. It is not true that irreligion and atheism are inevitable products of evolution. The religious fanatic often transforms, to his own satisfaction, the true into the false and vice versa. That which conforms with the fanatic's beliefs and desires is always regarded as true and may readily assume the status of a divine revelation. Rileyism, in order to substantiate the second thesis, places its own biased definitions upon religion and atheism. Any ideas which conflict with these definitions are considered false, irreligious, and atheistic.

3. The third thesis of Rileyism is true. Evolution is taught in the schools, and in the University of Minnesota.

4. The fourth thesis is utterly false. Civilization, instead of being blasted away by evolution, owes its origin and growth to the intellectual and spiritual development of mankind, which is merely one phase of the uplifting power of evolution.

5. Rileyism contends that legislation against the teaching of evolution in tax-supported schools is constitutional.

Some competent legal authorities have affirmed that the bill as worded by the Rileyists is constitutional and that it "will stand any kind of a legal test to which it may be subjected, even though it be carried to the Supreme Court of the United States." It has happened before and it may happen again that "competent legal authorities" have had their opinions set aside as fallacious by the Supreme Court of the United States.

Article V of the original Constitution deals with the enactment of amendments. In conformity with this Article, amendments to our Constitution have been adopted from time to time. The First Amendment, so adopted, is known as "Article I" and states that:

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

The Rileyists have labored zealously to frame their bills so that they shall not be subject to the intent of this First Amendment. With ample funds at their disposal they have engaged legal counsel to bring

about this result. The first evasion consists in the omission of all references to *religion*. Therefore they pose, temporarily, as champions of the cause of truth in science. Hence they send forth the smoke screen that the theory of evolution is false from the scientific standpoint, pretending that their religious convictions have not influenced and brought about this new-born, purely intellectual interest in matters scientific. Is it not strange, that the Rileyists and their allies have not challenged the correctness of other doctrines taught in tax-supported schools? Here and there protesting voices may have been heard, but no concerted action, involving the use of legal force, has been attempted. But when science apparently conflicts with a certain group's interpretation of the Bible, then the battle cry is raised and anti-evolution bills are introduced into legislative bodies. Since this particular interpretation of the Bible is an essential and "Fundamental" part of the group's religious equipment, it follows that the alleged purely rational interest in the question of evolution is merely a blind intended to cover the real source, which is religious emotionalism.

Therefore, it is evident that a proper interpretation of all anti-evolution bills must take cognizance of the motive involved which has its inception in a specific religious attitude toward a problem which is purely a question of fact. Thus stripped of their intellectual camouflage, anti-evolution bills stand forth as attempts to make laws for the exclusive protection of a specific religious doctrine. Such exclusive protection is equivalent to the permanent establishment of a particular religion which is a violation of the First Constitutional Amendment.

Rileyism affirms that anti-evolution bills "do not interfere with the teacher's freedom of speech. A teacher may shout evolution from the housetops and yet not be allowed to teach it in the classroom to the children of tax-payers who know it is false."

What a gross pervasion of truth! Can an interference with the freedom of exercising the basic prerogative of a teacher, which is the teaching of scientific truth as closely as known, be other than an interference with the teacher's right to freedom of speech? The astuteness of the plot is clearly evident.

By preventing the teaching of that which is deemed dangerous to the stability of a particular credal doctrine, the future generations become permanently chained to this type of religious belief. The "tax-payers who know it is false," according to this medieval plan, are put into control in direct oppo-

sition to those tax-payers who believe that, in principle, evolution is true. The tax-payers who *know* that evolution is false are, for the most part, indebted to Rileyism for this *knowledge*, whose precise status as *knowledge* is open to serious doubt.

On the housetop and street corner a teacher may speak the truth as perceived, but in the classroom the doctrine taught must conform with the biased mandates of religious emotionalists whose interest in education tends far more to its prevention than advancement.

Dr. Riley, however, tells us that "Such a law does not interfere with freedom of conscience." The transformation of the teaching profession into a corps of paid hypocrites may mean little to an ecclesiastical conscience, but every self-respecting teacher will rebel against such mandatory perversion of the meaning of the term conscience.

6. The sixth thesis of Rileyism cannot be taken seriously. It merely marks the climax of the growing lust for power on the part of a group of religious fanatics. The "duty" of a *patriotic* citizen—note the word "*patriotic*"—shall consist in obeying the mandates of a fanatic clique. Incidentally, Rileyism poses as the final court of decision concerning the exact characteristics of a *patriotic* citizen. The inference is that those who differ with the Rileyistic definition are not loyal to our country.

In the last thesis the monstrousness and danger of Rileyism stands plainly revealed. Fanaticism there reaches its inevitable goal and freedom is swept aside by a blind and ruthless bigotry that knows no bounds.

It is hoped that our nation may be thoroughly aroused against this iniquity before it is too late to prevent its conquering and devastating onward march.

DR. ARVID REUTERDAHL.

MINNEAPOLIS TEACHERS WIN TWO YEAR SALARY FIGHT

The campaign for better salaries for better teachers had been in progress in Minneapolis for more than two years.

In the spring of 1926, Minneapolis began to realize that its teachers' salary schedule was too low to secure the type of teaching desired. Wishing to make a scientific study of the matter, it followed the example of other progressive cities of the country and formed a large committee, the majority of whom were representative citizens of Minnesota. This committee, with Mrs. Decker of the Board of Education

as chairman, did some excellent work but disbanded with the feeling general that the matter should be decided by the Board of Education elected by Minneapolis citizens to care for the interests of the schools.

During the summer of 1926, the Teachers' Central Committee assisted by the Board of Education employed a well-known economist, an expert in surveys, to make a survey of the "costs and standards of living of Minneapolis teachers in relation to their salaries." Dr. Royal Meeker, now associated with Irving Fisher of New Haven in economic research, on the last page of his printed survey, reports his conclusions as follows:

"If the teaching force is to be maintained in a state of reasonable permanence and efficiency, however, it is imperatively necessary that maximum salaries be provided which will make it possible for the regular day school teacher to rear a normal, average family on something better than a minimum scale of living. It is not sufficient that the salaries of principals and higher school officials shall be established at or above the cost of the minimum budget. It is not sufficient that theoretical maxima be established on paper to which only a favored few ever attain. The regular maxima, attainable by every rank-and-file teacher who remains in the service long enough to earn the regular annual salary increases, should be fixed well above the cost of the minimum quantity family budget herein set forth."

In the fall of 1926, there was presented to the Board of Education a salary schedule based on Dr. Meeker's findings. The Board was petitioned to change the present schedule of minimum \$1,200 to maximum \$2,500, to a new scale of minimum \$1,300 to maximum \$3,200 for teachers who are college graduates.

Since in the spring of 1927, no action had been taken by the Board of Education, the teachers employed me to gather additional information and secure publicity for the same.

In July, 1927, the Board of Education adopted a new schedule cutting down materially that originally proposed. The present schedule of \$1,200 to \$2,500 was changed to \$1,200 to \$2,800, instead of to \$1,300 to \$3,200. According to that action the new maximum was to be reached by an increase of \$100 each year.

In the fall of 1927, the Board of Education submitted a budget to the Board of Estimate which provided for the new salary schedule. This new schedule had been adopted by the Board of Education by a

vote of six to one. This action was vetoed by the Board of Estimate by a vote of four to three. They by this vote refused to allow the tax rate to be increased by four-tenths of a mill. Such an increase would mean an increase of eighty cents on a five thousand dollar property.

We were not discouraged because we knew that the public was with us and so our problem became to devise some means by which the citizens could let their wishes be known to the Board of Estimate.

In the spring of 1928 the Teachers Central Committee voted to ask me to prepare a leaflet of information to be used by the teachers in appealing to their friends this fall.

At the first Central Committee meeting of this year, it was decided to hold a mass meeting to institute a short, intensive campaign to interest the friends of the public schools in our cause. This meeting was held, information leaflets and interview cards were distributed and the campaign was on. A committee of teachers, representing every school in the city was called together, and right loyally did they respond and work in their respective buildings. Several meetings of this committee of one hundred were held, and the enthusiasm mounted as we realized more and more what a good friend the public is.

The steering committee attended three meetings of the Board of Estimate, the final one on October 10. At that time, the Board of Estimate members were apparently convinced that the new schedule was right and should be put into effect. The only question left was whether it should go into effect January 1, 1929, or September 1, 1929. Some of the members held that the teachers had signed contracts at the old salary for the current year. I was very happy to have the opportunity to say a few words about the assignments which we signed last year. We had been advised that under permanent tenure, there was no such thing as a yearly contract, and that we were hoping for the increase January 1.

Mayor Leach, our boldest advocate on the Board of Estimate, hesitated to put the motion calling for an amount large enough to put the schedule into effect January 1, for fear that we might lose it altogether. He, however, at the request of the steering committee, did so in a most sincere and effective statement, and we received four votes of the seven.

Controller Dan Brown, in changing from his negative vote of last year, spoke to this effect:

"I have been convinced that Minneapolis is not

paying her teachers what comparable cities are. I am also convinced by the letters that I have received that the public wishes this increase, I therefore vote aye."

It was an anxious and dramatic moment for your steering committee.

The roll call proceeded as follows:

Mr. Brown—Aye.

Mr. Chadbourn—No.

Mr. Gould—Aye.

Mr. Keyes—No.

Mr. Leach—Aye.

Mr. Turner—Aye.

Mr. Yale—No.

It seems to me that Minneapolis by this vote has made its teachers full partners in the city's growth. We should be and are deeply appreciative of this action. It is significant to us in more ways than the money help. It is a recognition by the city of the importance of teaching as an occupation and an especial recognition of the value of experienced teaching.

It is my hope and conviction and the hope and conviction of every teacher that has been interested in this campaign that Minneapolis teachers will justify their statement that the better paid the teachers are, the better will be the schools.

FLORENCE FISH.

SOCIAL WORK CONFERENCE MEETS IN SAN FRANCISCO

The fifty-sixth meeting of the National Conference of Social Work will take place in San Francisco, California, June 26 to July 3, under the leadership of Porter R. Lee, the president, who is director of the New York School of Social Work.

The Conference is open to any one who wishes to attend. It brings together at one time the most important group of experts in the field of social work in the country. Its program deals with child welfare, community life, delinquency, health, immigration, mental hygiene, and similar social problems. Thirty kindred organizations will hold meetings in connection with the Conference.

All railroads offer tourist rates, with special arrangements for vacation trips. Adequate hotel space has been assured. Additional information about the Conference can be secured from Howard R. Knight, General Secretary, 277 East Long Street, Columbus, Ohio.

The Union Teachers of France

I. BACKGROUND AND SETTINGS

The union teachers of France are one of the most powerful and influential groups in and out of the labor movement. In part this condition is traceable to the organized efforts of the teachers themselves, but to a greater extent it is the influential position of the general labor movement, and the general favorable attitude towards intellectuals and government workers that accounts for this situation. In France, as throughout Europe, the labor movement, functioning through unions, independent political parties, and consumers co-operatives, is an extraordinary social force that is not lightly dismissed even in reactionary circles. Similarly, the intellectual plays an important and outstanding role in the political and social life of the various European countries. And in the labor movement he has invariably been a factor of great significance. Of the intellectuals in France, the educator has always enjoyed prestige and standing in the political field. Thus Herriot, the leader of the Radical Socialists and former Premier, is a university professor of literature. Likewise, in the Socialist Party the educators have constantly been conspicuous and effective leaders. One need only mention the martyred Jean Jaures, who was a professor of philosophy and at the same time a great political leader who is still worshiped by the masses. At present some of the outstanding leaders of the Socialist Party are university high school and graded school teachers. The same situation prevails in the powerful French Communist Party, whose leader Marchel Cachan is a professor of philosophy. With such a favorable attitude towards intellectuals in the labor movement the teachers naturally felt at home and have been an influential element in it since its early beginnings.

Furthermore, because of the influential position of the labor movement in public affairs, government workers were doubly encouraged to organize. Hence, in France the government workers are the strongest organized group. Their total membership approximates close to half of the union membership in France. The largest union numerically is that of the Federation of Functionaries, (the equivalent to our Federal Employees Union). The third largest union is that of the graded school teachers with a membership of 77,000. Historically the workers of France were a vital factor among the republican forces in

the struggles against royalists intrigues. And since the democratic elements needed the aid of the workers they encouraged them to organize whether in private or public employment. Moreover, in a country where the workers exercise unusual political influence and have their own political parties, it is to be expected that government workers will encounter fewer obstacles in their efforts to combine into unions.

However, the early organizations of teachers, in common with those of other workers, were really fraternal and benefit societies. In this form of organization the teachers were naturally a rather inconsequential factor in the determination of their economic and professional conditions. Nor did they exercise an appreciable influence in the conduct of the educational system of which they are such an important part. But as the labor movement assumed importance they too reflected the same determination and in 1895 the various fraternal and benefit societies formed themselves into a full fledged union. Since 1895 marks the modern phase of the labor movement organized on an effective national basis, we find that the teachers were right in line with general labor organization developments.

Following the war, the French labor movement found itself, in common with the movements of most belligerent countries, engulfed in ideological strife, finally resulting in a split into several unequal parts. At this time, in order to maintain itself intact, the teachers union withdrew from the federated trade union movement and pursued an independent course for a few years. When the situation cleared up it returned to the General Confederation of Labor (C. G. T.), the outstanding national federation of trade unions, which in the meantime as a result of the ideological conflict discarded its pre-war Syndicalist philosophy for a mildly revolutionary philosophy analogous to that of the Socialist unions of Germany and England. In addition to the graded school teachers union with its 77,000 members, another union came into being and affiliated with the C. G. T., consisting of secondary schools and university teachers with a membership of some 9,000. There are also in existence several groups of technical school teachers most of which are affiliated with the Federation of Functionaries, which in turn is affiliated with the C. G. T. Then there is a union of mixed teachers of some 4,000 members affiliated with

the Communist federation of unions known as the C. G. T. U. In the aggregate the teachers unions of France count considerably more than 100,000 members out of 150,000 teachers employed by the government educational system, thereby being one of the best organized groups of workers in France.

II. IDEALS, ISSUES AND ACTIVITIES

Naturally, as a powerful group in an influential labor movement the teachers are in the vanguard of the struggles for social progress and justice. Functioning as an integral part of the movement they are active in advancing the general interests of the working class in its most fundamental and vital aspirations and demands. The leaders of the teachers stand high in the councils of the movement, and as an academically trained group their aid is anxiously sought for and effectively utilized by the movement.

Then too there are certain fundamental problems that fall within the peculiar province of the teachers unions. It is in these spheres that the teachers have particularly asserted themselves with an astounding enthusiasm and effectiveness, and always with the wholehearted support of the labor movement. Conscious of their power and the assistance of the labor movement and its allies, they have heroically and intelligently waged battle against the enemies of unionism, democratic education and social progress. The more important ideals and issues around which the activities of the teachers unions center may be classified under four divisions as follows:

1. *The right to affiliate with the trade union movement.* The teachers have invariably aligned themselves with the forces that stood for democracy and social progress. The same attitude has always characterized the unions of other government workers. Constantly the reactionary forces in France have persistently regarded with disapproval the unions of teachers and other government workers. And especially have they frowned upon their intimate alliance with the labor movement. In this controversy the courts sided against the unions of government workers by ruling that organizations of government workers holding responsible positions are not authorized by the law to function as bona fide unions and to affiliate with the trade union movement. This decision affects the teachers, a very large percentage of functionaries, post office, telephone and telegraph workers and so on. Encouraged by the labor movement and its allies these unions of government workers have refused to accept the court interpretation

and are defiantly retaining their affiliation with the movement. Poincare recently sided with the reactionary forces. The political influence of the labor movement is illustrated by the fact that this proclamation by Poincare was one of three issues that brought on the recent cabinet crisis leading to the resignation of the left members of the former coalition cabinet. The teachers unions are found in the forefront of the fight, justifying their position as follows: The mission of the working class is not only to protect its immediate interests, but to usher in a new social order based on service rather than profit. In the pursuance and attainment of this ideal the role of the teacher is unmistakable. Not only must he aid in the achievement of this objective, but he must prepare himself for his new role as the educator of the children of the new society. Both these aims can best be accomplished by being associated with his fellow teachers in a virile union, which in turn functions as an integral part of the labor movement. And in the light of this ideal the teachers unions refuse to sever their connection with the labor movement.

2. *Academic Freedom:* The French teachers are also plagued with the issue of academic freedom. They are, however, militantly asserting themselves through their unions in exercising the right to teach the truth. The outstanding argument in defense of academic freedom runs as follows: The reactionaries who oppose academic freedom would expect the teachers to pass on unconcernedly to the pupils notions of jingoistic patriotism, as well as to instill in them a blind loyalty to the present economic order by disregarding the fact that large elements in society have other views on these important matters. Thus with reference to war the teachers would want also to point out that large groups in society sponsor ideals of peace and even tolerance towards non-conformists. Hence, the fight of the teachers unions for academic freedom becomes a right of teachers to present all points of view on important public and social issues. Since this means presenting the progressive and radical point of view side by side with that of the reactionary, the special privilege groups are fighting the teachers bitterly on the issue of academic freedom. But the labor movement and its allies are equally strenuous in support of the teachers.

3. *Proper educational facilities for the children of the masses.* As a group dedicated to social progress and the service of the working class, the teachers

unions feel that the present educational facilities provided for the children of the common people are not adequate. At present free public education is available only through the graded schools. Secondary and higher education is comparatively costly so that the ordinary worker is not only unable to pay the tuition as well as the charge for books and laboratory fees, but the burden becomes entirely unbearable when the worker must support his children while they are attending high school and college. The French teachers unions, therefore, demand a unified school system conducted in such a manner that it would be possible for the children of workers to receive the highest education at the expense of the state, even including lodging. In this demand too the teachers have the unequivocal support of the labor movement and its sympathizers.

4. *Voice in conduct of school system and in determining conditions of employment.* In order to realize their ideals, as well as to safeguard their immediate economic and professional interests, the teachers have through their unions and with the wholehearted and active support of the entire labor movement, demanded a voice in the management of the educational system. In the matter of tenure, wages, pensions, qualifications and other working conditions affecting the economic and professional welfare of teachers, the unions have been very successful so

that teachers are as well off as those with a similar training and responsibility in other walks of life. In so far as a voice in the conduct of the schools is concerned the teachers have so far been only partially successful. Since the educational system of France is highly centralized and directed from Paris a national educational council has been created. All elements having a vital interest in education are given representation on this council. Naturally the teachers have representation and are permitted to select their delegates by secret ballot in a general nation-wide election. Of course, invariably the union leaders are elected. Thus it is really through their unions that the teachers exercise their function on the national educational council. However, with reference to general educational policies this council has only advisory powers, so that the teachers unions have still a great task before them.

Thus we see that a virile labor movement, active and influential on the political, industrial and co-operative fields and accepting the intellectual within its fold as an integral part, makes possible a fearless, constructive and effective teachers union that furthers not only the immediate interests of its members, but is a vital factor in the advancement of general social progress.

DAVID J. SAPOSS.

Report of Education Committee

American Federation of Labor Convention, New Orleans, La., November 19-28, 1928.

The American Federation of Labor reasserts its vital interest in the public school system and in education for all grades from the nursery school to the university, and for all groups, children to adults. As organized labor was the major instrumentality in establishing the free, tax-supported public school, it continues to be the protector and defender of our public school system from all forms of exploitation, that it may continue to be the ground for the seeds of democracy and for education that shall not be used subversively by special interests, but shall be in the interest of the citizenship as a whole.

THE AMERICAN FEDERATIONIST

Your Committee is exceedingly gratified at the especially good showing made by our official magazine *The American Federationist*, for the past year. This is certainly a deserved result, for *The American Federationist* is an invaluable magazine and a leading

educational agency. It ranks among the first of all monthly publications of whatever character, in attractiveness of form, in character and editorial policy. Its value to organizers and trade union officials is very great. It is recommended that every officer of national and local organizations who has not already subscribed, subscribe to and read *The American Federationist* and urge their membership to subscribe and read this magazine. It is especially recommended that editors of labor papers make full use of the current articles for publication in their papers and for suitable comment. It is also recommended that all local bodies endeavor to see that *The American Federationist* is placed in the public and school libraries of their localities where it will serve an important purpose in educating students and the general public in our trade union movement.

TEXT BOOK REVIEW

Your Committee commends most highly the work that has been done in the examination of social science text books used in the public schools and believes that there never was a time when this work was so important. It urges the continuance of this work by the permanent Committee on Education with the special recommendation that particular attention be given to the books or propaganda said to have been prepared under the direction of special interests. It is also recommended that the permanent Committee on Education investigate to what extent the history of the labor movement and the movement for industrial and political equality of women is included in American history texts.

COMPULSORY SCHOOL ATTENDANCE LAWS

Your Committee commends very highly the work done by the permanent Committee on Education looking to the enactment of good compulsory school attendance laws and their efficient administration in every state and recommends the continuance of the necessary research work to attain this end along the lines already followed.

FREE TEXT BOOKS

Your Committee on Education is gratified that there has been so much call for information on the subject of free text books and regards this as an indication of progress. It recommends that work be continued in this field and that all constituent bodies wherever free text book laws are not in effect, seek the enactment of legislation providing for free text books for all children of the public schools; and wherever an optional law now exists, urge that the franchise be used for the establishment of such free text book laws, since it is an anomaly in a democracy to provide free compulsory education and still force school children to buy their text books, thus making equalization of educational opportunity more difficult.

CONTINUATION SCHOOLS

The table given us in the report of the Executive Council indicates an increase in all types of schools except the trade extension school. It shows that the continuation school is the branch of industrial education which serves the greatest number of workers. Your Committee is exceedingly gratified that such satisfactory progress has been made. It is being recognized that education is not a finished process in youth when school is left for active life, but is a continual process which the complications of mod-

ern life make more necessary every day. Continuation schools are established to meet the educational and industrial needs of boys and girls forced by adverse economic conditions or ill-advised curricula to terminate their school careers and to make possible social adjustments for these under-privileged boys and girls. We call attention to the recommendation of your committee of last year and repeat this recommendation:

"We suggest that attendance should be required from four to eight hours weekly, that the curricula be broadened to meet the varying needs of the pupils—cultural as well as industrial; that better specialized equipment and buildings be provided by boards of education; that trained trade teachers be attracted to teaching by improving their status; that more liberal state and national aid be furnished to make these reforms possible; and that the work of the continuation schools be strengthened wherever possible. We further suggest that vocational guidance be especially emphasized, along with health education and medical inspection, using the resources of the physician, the dentist, the visiting teacher and the psychiatrist.

"The continuation schools, in their experimental state, with their small classes, their factual approach and their contact with life, offer boards of education a challenge as well as a rare opportunity of testing the validity of our traditional educational policies."

CO-OPERATIVE PART-TIME EDUCATION

Your Committee recommends a careful study of the new development known as the co-operative, part-time education, which has been largely introduced in Pennsylvania, California, Ohio, Massachusetts, Rhode Island, Texas, Michigan, Delaware, and to a smaller extent in eleven more states and Hawaii, in order that we may be sure of the facts and in order that the highest type of educational opportunities under best conditions be provided workers. The protests which have been made against certain features of this development should receive careful attention. But as the report of the Executive Council says: "The cause for the protest is probably due in part at least to the failure of labor to make its proper contributions to their development. Three groups are concerned with all vocational courses and if any one fails to function the undertaking lacks balance and understanding."

Your Committee urges very special attention to the recommendations of the Executive Council that

central labor unions and state federations of labor be very alert and vigilant to the importance to the interests of labor that they be adequately represented on school boards and especially on agencies directing vocational education, and strongly endorses the Council's statement that labor's representative on the Federal Board for Vocational Education should be a recognized representative and not a political appointee.

ADULT EDUCATION

Recent years have witnessed great advances in the field of education for adults, including on the one hand formal vocational, professional or graduate training and on the other hand informal cultural education for the mass of the people. The old notion that education ends at some point in the childhood or youth of the individual when he receives a diploma, that his education is then completed once and for all, is rapidly passing away.

This is a wholesome development. This earlier conception of education was narrow, one-sided and scholastic. Furthermore, as industry requires larger numbers of technically-trained people, opportunities for adult workers, whose early educational advantages may have been limited, to fit themselves for such positions, must be opened up. Then too, as life becomes increasingly complex and the problems upon which citizens in our democracy are called upon to act become more difficult and profound, avenues must be provided through which our people may keep pace with world development and may study in a scientific spirit the many problems, social, political and economic, with which they are called upon to deal. Labor's efforts to reduce the hours of toil furnish another reason for extending the facilities for adult education, for if the masses are to have more leisure it is important that this leisure should not be wastefully dissipated but used to develop richer, happier, and more creative personalities.

For these and other reasons we urge that our various educational institutions, especially those supported by the taxes of the people, develop and extend educational opportunities of all kinds for adults, adapting their facilities to the vocational, professional, and general cultural needs of all groups in the community.

In order that this growing adult educational movement may not fall under the control of special interests nor be used as a tool for their propaganda, but may be responsive to the history and aims of labor and the important social role played by Organ-

ized Labor in modern life, we advocate that labor should be represented on boards of education, and the governing bodies of schools, colleges and universities, and we urge that all unions affiliated with the American Federation of Labor give special attention to this matter.

WORKERS' EDUCATION

The Executive Council report reminds us that it is exactly ten years ago that our labor movement undertook a study of the emerging workers' education movement, as a result of which certain experiments in this field were recommended by the 1919 convention of the American Federation of Labor. It is further pointed out in the report of the Executive Council that a good deal of experimentation in the field of workers' education has taken place in the intervening years and that further experimentation together with appraisal of existing projects is desirable.

We heartily concur in this suggestion. In the very nature of the case, education, to be sound, must not only continue to utilize the most up-to-date methods that have been developed, but must continue experimentation in every field that holds a promise of improvement or betterments.

An educational system or movement ceases to be worthy of that name the moment it ceases to experiment or efforts are made to hamper freedom of thought, to produce stereotyped results, or to impose any kind of dogmatism. Against such evils as these the American Labor Movement has fought when they have cropped up in our public school system, and it is in accord with this sound tradition that we should assume the same attitude in the development of our workers' education movement. Doubtless as the Executive Council points out, mistakes have been made as well as promising achievements, but this was to be expected, and constitutes no reason for repudiating these experiments, but rather a summons to remedy the mistakes and to add to the notable achievements already attained by our various experiments in labor education.

We heartily concur in the Executive Council's warning that a clear line be drawn between the educational work and the field of trade union policy. The trade union, which is itself a great agency of democratic education, must be left absolutely unrestricted in determining what it is to do and how and when it is to do it. Just as there can be no education where any sort of dictatorship is imposed,

so there can be no toleration of dictatorship of any sort, under any guise, over our trade union movement. This does not mean, however, that workers' education must not concern itself with trade union problems. On the contrary, as the Executive Council points out, the more closely the "educational work is connected with union activities and union meetings, the more effective it will be."

CALIFORNIA PLAN

Among the successful experiments in the field of workers' education, the plan of co-operation developed in California between the State Federation and the State University is pointed out by the Executive Council. Under this plan, a joint committee is provided for, composed of five representatives of the State Federation and four of the Extension Division of the University. We rejoice at the record made by the classes conducted under this plan and also at the successful California Summer School. We agree that wherever possible the university extension program should be related to the needs of the workers as suggested by the American Federation of Labor Convention of 1912. We recommend that the Workers' Education Bureau should consider the possibilities offered for further development along this line. We also believe that here and elsewhere we should proceed with due caution and an eye to the fundamental interests of our trade union movement.

Your Committee wishes to further emphasize the wisdom of the Executive Council's recommendation that the president of the American Federation of Labor be authorized to appoint a commission on workers' education to be charged with a critical analysis and appraisal of the work that has been done, the methods followed, aims asserted, policies pursued and the net results. Its composition should be such as to command the full respect and confidence of our trade union movement and of educational authorities. It should, as the Executive Council suggests, approach its task with a constructive spirit and aim so that this report might furnish the basis for our work for a period of years and help us to advance the cause of workers' education with the union label on it—to which we are so thoroughly and earnestly committed. The Workers' Education Bureau has done splendid work this year and should receive the continued support of the entire labor movement.

WEEK-END CONFERENCES

Notable among the commendable activities of the

Workers' Education Bureau are the Week End Conferences discussing unemployment, the injunction, wage policy of the American Federation of Labor, industrial relations, five-day week. Your Committee trusts that the Workers' Education Bureau will continue these very profitable conferences in different parts of the country and will present other important labor problems to the rank and file of our membership. It is recommended that all national and international unions, state federations, central labor bodies and local unions lend all possible assistance to the success of these conferences, thereby helping to make them of the greatest service to the membership of the American Federation of Labor.

SUMMER SCHOOLS FOR WORKERS

The extension of the summer school and labor institutes is very gratifying. The results are such that trade unionists have every reason to congratulate themselves. These present the most healthful and hopeful signs. Your Committee recommends to this convention that it record its approval of the general purpose of such summer schools and labor institutes for wage earners and urges the utilization to an even wider extent of college campuses for such summer schools under representative workers' educational committees.

PUBLICATIONS

The list of publications of the American Federation of Labor for the year of 1927-28, available in the permanent records of the Convention, is one of which we may well be proud. In addition to the Convention proceedings, the *A. F. of L. Encyclopedia and Reference Book*, and the periodical publications, *The American Federationist*, *A. F. of L. Weekly News Service* and *Legal Information Bulletin*, we desire to call attention to the long list of pamphlets and reprints under the sub-titles: Trade Unionism and Ideals of Labor; Picture Prints; Wages; Hours; Unemployment; Waste in Industry; Union-Management Co-operation; Union Benefits; Company Unions; Education; Union Activities; Injunctions; Legislation; The Primary Election; Organizing Methods; Organizing Leaflets; Labor Banks; Manufacturers Commend Union Labor; Textiles; Women; Miscellaneous; Reports; Charts.

The pamphlets on Education and the Injunction are especially commended to your attention. We recommend that trade unions, trade unionists, and all friends of labor add to their labor libraries from this list.

LEGAL INFORMATION BUREAU

Your Committee desires to mention with especial emphasis the report of the Legal Information Bureau. This report indicates a wide field of activity in its research work of especial value in efforts to secure the enactment of labor's anti-injunction proposal. The hearings before the Senate and House of Representatives of the United States were especially effective. The widespread publicity given to this matter by the American Federation of Labor is no doubt responsible for the very substantial reduction in the number of injunctions issued in the year past and the moderation of those issued. No well-informed trade unionist can afford to be without the bulletins issued regularly by the Legal Information Bureau. They contain all important decisions of our courts, both state and federal, affecting trade unions and the labor movement in general. Your Committee urges that the men and women of our movement make more general use of this information. Complete records of the decisions that have been rendered are available at American Federation of Labor headquarters. Trade unionists or their organizations having legal difficulties should make this information known to their attorneys in preparation of their cases.

To show the wide scope of the activities of the Legal Information Bureau, it is necessary only to enumerate the subjects of the decisions appearing in the Legal Information Bulletins which have been issued during the past year: Arbitration; Boycott; Contracts; Damages; Death Benefits; Employment Agencies; Free Press; Injunctions; Prison Labor; Strikes; Wages; Women in Industry; Workmen's Compensation; "Yellow Dog" Contract.

ON LABOR'S THREE SPECIAL DAYS

Labor's Memorial Sunday, the fourth Sunday in May; Labor Sunday, the day preceding the first Monday in September; and Labor Day, the first Monday in September, are labor's special days. We concur completely in the statements of the Executive Council.

"While Labor's three special days were suitably remembered in many sections of the country, yet Labor's Memorial Sunday, Labor Sunday, and Labor Day have not so far assumed that permanent place of honor, recognition and observance in the organized labor movement to which their relationship to the workers would seem to entitle them. But yet we are glad to record that one of these special days,

Labor Day, was more generally celebrated this year than for several years past.

"We believe that Labor's Memorial Sunday and Labor Sunday are gradually growing more and more into the fabric of the organized labor movement. It is fitting and proper that labor should recognize one special day on which to pay the tribute of memory to its honored dead."

Fitting observance of these days is urged, so that the power of the labor movement may be continually increased and revered. "These are the days on which we turn from material things to their meaning or their spiritual purposes. The labor movement is fundamentally an effort to realize spiritual purposes—to enable men and women to free themselves from situations and hardships that restrict their development."

CHILD HEALTH DAY

Hereafter, the president will issue a proclamation calling upon the people of the United States to observe May 1 as Child Health Day. This is the result of the action of the 1927 Convention of the American Federation of Labor, which directed the Executive Council to present a joint resolution to Congress to make May 1 Child Health Day. The Executive Council and the entire labor movement is to be congratulated on the success of this worthy purpose. The observance of this day will create a sentiment for year-round protection of the health of children and emphasize that the first duty of mankind is to care for its children.

CHILD LABOR

Your Committee realizes that it would not be possible to over-emphasize at this time the question of Child Labor and the Child Labor Amendment. It wishes to make as emphatic as possible this whole matter. We wish to repeat what was said last year in the report of this Committee, for we feel that it can not be said too often:

"It is hardly conceivable that in America where we pride ourselves on a sense of fair play and decency that a campaign marked by mis-statements and vituperation could have been conducted successfully even temporarily by the opponents of the child labor amendment. In most cases the opponents of the amendment masqueraded as patriots. Yet in spite of the funds at their disposal, in spite of their insidious propaganda and elaborate machinery for spreading their misrepresentations, they must ulti-

mately fail in their efforts to keep the childhood of the nation in economic bondage.

"Notwithstanding the fact that some states have amended their statutes raising the standards for school attendance and work protection, child labor has increased the past year. The opponents of the child labor amendment have failed to make good on their statement that progress would be made. It has been found that governors and other public officials who had demanded the right of the states to legislate on child labor just as actively opposed amendments to state labor laws as they did the proposed constitutional amendment. Most pernicious propaganda was sent to the various states against the amendment. Child labor has increased in twenty-four out of twenty-nine large industrial cities. Eight out of twelve states reported increases. This increase is a stain upon America's national honor."

We wish also to quote with all possible force and commendation the statement of the Executive Council in its report: "All the powers of big corporations and greedy employers are ranged against us, but we believe that if the labor movement does its duty it will not be long before the proposed child labor amendment will be a part of the constitution, as the Executive Council does not intend to give up the struggle until victory is won." Remember that 38 legislatures will assemble in 1929. The Executive Council will conduct persistent agitation for ratification of the child labor amendment to the constitution of the United States by those legislatures that have not yet acted and to urge those who have rejected the amendment to rescind their action. It is urged that every national and international union, state federation of labor, city central body and local union give the fullest co-operation and moral and financial support to this effort to rouse the conscience of America against the evil of child slavery and to obtain justice for the nation's children for the protection not only of the children, but of the nation itself.

CHILD LABOR IN DISTRICT OF COLUMBIA

Your Committee is extremely gratified at the enactment of a new law governing child labor in the District of Columbia. This law is a distinct advance over the former law and is a hopeful sign for the accomplishment of our major object, the protection of ALL children.

PUBLIC HEALTH

Since there is "no greater problem confronting the

American people than that of health," it is a matter of deep regret that the bill to co-ordinate the public health activities of the government, which was supported by the American Federation of Labor acting under instruction of the 1927 convention, failed to become a law because of the refusal of the president to sign the bill. We recommend that the Executive Council be instructed to continue its efforts to secure the enactment of this bill into a law.

CHICAGO WORLD'S FAIR

Your Committee recommends concurrence and approval of the action of the Executive Council in the arrangements which it has made to participate in the Chicago World's Fair, thus giving a great opportunity for an impressive exhibition of Labor's progress, achievements, aims and purposes.

SAMUEL GOMPERS MEMORIAL

It is the desire of your Committee to close this report on a high note that will appeal to the heart and mind of every member of the American Federation of Labor. For this reason, we are concluding with the report on the Samuel Gompers Memorial. The Labor movement has every right to congratulate itself that the necessary legislation has been enacted by the Congress of the United States authorizing the erection of the memorial in the city of Washington, D. C. We commend unreservedly the Executive Council for its successful activity. We approve the postponement of the formal appeal for funds and concur in the recommendation that this formal appeal shall be made in January, 1929, the month of our distinguished and revered leader's birth. We urge that the response to this appeal shall be liberal and a true expression of the appreciation of all true trade unionists of the invaluable service to the cause of labor and all humanity rendered by this great man.

COMMITTEE ON EDUCATION,

JAMES P. NOONAN, *Chairman*

FLORENCE CURTIS HANSON, *Secretary*.

JOHN H. WALKER	WM. R. TROTTER
J. L. WINES	R. A. HENNING
HARRY O. LINGEMAN	JOHN B. HAGGERTY
H. C. GRIFFIN	ED. H. FITZGERALD
HENRY F. SCHMAL	JOHN WATSON
THOMAS E. BURKE	GEORGE L. GOOGE

ROBERT MCCOY

CLEVELAND MEETINGS ON VOCATIONAL GUIDANCE AND PLACEMENT

February 20 to 23, 1929

The annual meetings of organizations interested in vocational guidance, placement, employment management and educational personnel practice will bring a large number of educators, executives and research workers to Cleveland, February 20 to 23, just preceding the sessions of the Department of Superintendence of the National Education Association. Included in this group are the National Vocational Guidance Association, National Association of Appointment Secretaries, National Committee of Bureaus of Occupation, National Association of Deans of Women, College Personnel Officers, Personnel Research Federation, and individual representatives from the American Management Association, Deans of Men, American Association of Collegiate Registrars, American Council on Education and other interested societies.

These groups are co-operating to avoid duplication in programs and also to make it possible to share the unique features of each organization by holding open meetings and some joint sessions. The programs will be attractive to vocational counselors, specialists in occupational information, placement officers, employers and employment managers, deans, registrars, teachers, psychologists and personnel workers. The common points in the separate programs show a growing realization both of the diverse responsibility for counseling, and of the fact that problems of adjustment in and out of school concern a great many administrative officers as well as specialists. The following extracts from the programs strike a common note:

The National Vocational Guidance Association, whose headquarters are at the Hotel Cleveland, will discuss, under the general heading "Phases of the Vocational Guidance Problem," the following three papers: "Some Problems in Placement," by Clara Lewis, in charge of Employment Department, Vocational Service for Juniors, New York City; "The Use of Occupational Material in the Classroom and in the Personal Interview," by Florence E. Clark, Vocational Guidance Department, Chicago Public Schools; "Scholarships and Relief Funds," by M. Edith Campbell, Director, Vocation Bureau, Cincinnati Public Schools. Another general meeting has "Research in Guidance" for its topic, at which Dr. Herbert A. Toops, of Ohio State University will speak on "What Principles Shall Guide Our Research and Our Practice in Guidance?" and Dr. Ben D. Wood of Columbia University, will report on the "Preliminary Results of the Pennsylvania Study." There will also be section meetings on Counseling, Scholarships, Occupational Studies, Placement, and Psychological Studies.

The National Association of Appointment Secretaries, with its headquarters at the Allerton Club

Hotel, is presenting a number of papers dealing with problems of placement and personnel from the points of view of both education and business. Among these are "Vocational Information and Placement as a Factor in Personnel Procedure," presented by Miss Grace Harrison, Vocational Secretary, Smith College; "What the College President Asks of a Personnel Officer" by President Ernest H. Wilkins, Oberlin College; "The Personnel Department: Its Contribution to the Personnel Work of Deans and Administrative Officers," by Dr. D. T. Howard, Director of Personnel, Northwestern University. The general topic for the Thursday afternoon meeting of this organization, is "The Integration of College Personnel Work." There will also be a series of short papers which discuss techniques of placement and employment systems.

The National Association of Deans of Women, which is using the Hotel Statler as its headquarters, is discussing "Problems Created by Present Day Individualism" at its first general meeting, with President Meta B. Glass, of Sweet Briar College, Dr. W. W. Charters, of Ohio State University, and Dr. Eleanor Rowland Wembridge, Referee of the Juvenile Court of Cleveland, leading the discussion. Their Section Meetings, which are made up for four groups—University, College, Teachers College and Normal School, and High School—will consider many administrative problems involving the personnel point of view.

The College Personnel Officers, membership of which is made up of personnel administrators from the mid-western colleges, and the National Committee of Bureaus of Occupation are both planning short programs at Cleveland, and are uniting with the other groups in their open and joint meetings. The Allerton Club Hotel is the headquarters for these two groups.

The Personnel Research Federation has its headquarters at the Cleveland Hotel. One open session on February 22 will be devoted to the presentation of a wide variety of brief, informal reports of research projects at the college level. These reports are grouped under four main headings: 1. Studies of Students in Course; 2. Vocational Information and Guidance; 3. Motivation of Superior Students; and 4. Motivation of Inferior Students. This meeting, of which Dr. David A. Robertson will be Chairman, will give a survey of a variety of studies now under way in many colleges and universities.

A joint meeting of all of the organizations will be held on Saturday morning, February 23, under the auspices of the Personnel Research Federation. A report of the study, "Careers of 15,000 Business and Professional Women," now being made at the University of Michigan will be given. Dr. Margaret Elliott, Assistant Professor of Personnel Management, will report the part dealing with "Problems of Occupational Classification," and Dr. Grace E. Manson, Research Associate, School of Business

Administration, will present "Educational Background and Occupation Progress" which deals with the relationship between education and earnings within this large and representative group of women. Dr. Harold A. Edgerton, of Ohio State University, is to report on "A Follow-up Study Through College of 2,000 Freshmen." Dr. Edward K. Strong, Jr., of Stanford University, will speak on the "Measurement of Vocational Interests." As a final summing up of these co-operative meetings, Dean Francis F. Bradshaw of the University of North Carolina, is to lead a discussion of the possibility of co-ordination of efforts of all groups interested in personnel, placement and vocational guidance.

A folder containing detailed programs and schedules of all meetings of these six organizations, is being issued by the Personnel Research Federation, and may be secured either from the secretaries of these several organizations or from the offices of the Federation by February 10th.

AGNES B. LEAHY,
Personnel Research Federation,
29 West Thirty-ninth Street,
New York.

NORRIS ON POWER TRUST

The following brief extracts are from a great speech delivered by Senator George B. Norris of Nebraska towards the close of the recent campaign.

"The most important question for solution now before the American people is the preservation of our God-given natural resources, and this brings us at once to the consideration of the power question. Recent developments in this country have clearly shown that the Power Trust is the greatest monopolistic organization that has ever been put together by human ingenuity.

"The property controlled by this great combination is greater than the total value of all the railroads in the United States.

"With its slimy fingers it reaches into every community and levies its tribute upon every fireside. There is no avenue of human activity that it has not undertaken to control. It has invaded the Commercial Clubs, Kiwanis and Rotary Clubs. It has undertaken to poison the minds of our boys in the Boy Scout organization. It has sent its secret emissaries to influence and control women's clubs and organizations. It has undertaken to bribe the minister in the pulpit, and, with its sinister, stealthy tread, it has even entered our public schools and tried to poison the minds of our children. It has secretly controlled college professors and high school

teachers, and has systematically and deliberately undertaken to build up sentiment in its favor by the control of the press.

"The working of this Trust has been secret and underhanded. And where did it get the money to carry on this wonderful campaign of deception? The Power Trust has but one source of income, and that is the contributions made from one end of the country to the other by those who use electricity.

"The Electric Trust is in politics clear up to its neck. Moreover, in dirty politics, unfair politics, wicked politics, contaminated with corruption and deceit. This Trust is in politics from the White House down to the school district. It forgets nothing. It overlooks nothing.

"Our Public School System is dear and sacred to the heart of every patriotic citizen, and the man or woman who undertakes to undermine that system of public education by secret and false propaganda and misrepresentation is an enemy to our country. He is striking at the very foundation stone of democratic government, and such conduct cannot be upheld or overlooked by any real patriot.

"I have given you thus only a few samples of the work of this gigantic octopus which is secretly undermining our society, our civilization and our Government, because if the activities thus disclosed are carried to their logical conclusion it seems that this Trust is greater than the Government and that it will eventually control the Government. I, myself, cannot understand how any man who loves human liberty, who loves his country, can stand idly by and remain silent while this attempt to overthrow our Government and destroy our liberties is going on."—*The People's Business*.

THE GOD OF SCIENCE. By Arvid Reuterdaahl, M. A., D. Sc. The Arya Company, Publishers, 203-4 Besse Building, Minneapolis, Minn. \$3.00. Postpaid. Postage 15c.

Dr. Arvid Reuterdaahl, of St. Paul, internationally known mathematician, engineer, physicist, and director general of the International Theistic Society, was a leader in the successful fight against the passage of the anti-evolution bill in the 1927 session of the Minnesota legislature. Those interested in a scientific and judicial discussion of the relation between science and religion will find Dr. Reuterdaahl's recently published book, *The God of Science*, profitable reading.

Local News

CHICAGO LOCALS 2, 3, AND 199

Owing to the new government regulations the programs broadcast over WCFL have had to be rearranged. The educational talks coming on between seven and eight at night have been discontinued and in their place has been substituted a three-quarter of an hour program every afternoon. Mr. Bogan, Superintendent of Schools, met Mr. Meade, President of Local 2; Mrs. Schacht, President of Local 3; Miss Clohesy, President of Local 199, and Mr. Lindquist, Director of the WCFL Station, to discuss ways and means of co-operation between the educational and labor groups. It is hoped to make the afternoon hour of interest to children and one in which the public may come to know what is actually being done in the schools.

After the Christmas holidays committee work in Local 3 is beginning in earnest. Two committees have recently been formed. Mrs. Catherine Williams has been made chairman of a committee on Working Conditions, to make an early study of the amount of extra time required of teachers in attending special conferences outside of school hours. Miss Lenore Leins is heading the Legislative Committee to watch the educational and welfare bills about to be presented to the Illinois State Legislature and to make recommendations on those to be supported.

FLORENCE E. CLARK.

NEW YORK, LOCAL 5

Letter Calling Conference of School Representatives on a Plan to Increase the Power of the Union.

Dear Fellow Members:

One of our good friends in the Janitors' Union made a significant comment the other day when he was told of the Teachers Union drive for one thousand new members. "What's a thousand?" he said. "Don't stop at that." One of our own members who is young enough to have a full quota of enthusiasm is impatient at the modesty of the objective named for the present membership drive. She wants us to undertake to *organize the teachers*, all of them. So, here we are being pressed into action by our friends.

For the past year or more it has been getting easier and easier for us to gain our points with the school authorities. Everyone knows how we made the Medical Board behave. We have learned from experience that it doesn't pay to temporize when we want concessions from the school authorities. In fact, when we asked for, and won, the December 24th holiday, we were at the same time pointing out the errors of school officials in taking pension legislation out of the hands of the teachers. Just now we are co-operating with peace organizations in opposing the plan of school officials to establish an R. O. T. C.

unit in one of the high schools, which will be under the direction of the War Department.

The reason we often succeed in our efforts is because we have learned how to use our resources in pressing our points, and because we have obtained a standing in the affairs of the educational system incomparably more influential than is customary among teachers' organizations.

This letter is going primarily to school representatives, but others will receive it and all will be welcome to the social meeting which we are holding at the Civic Club, 18 East Tenth Street, on Friday, January 11, at 4 o'clock.

We want you all to come and take part in the working out of plans to start the membership drive for ONE THOUSAND NEW MEMBERS.

Tea will be served at the meeting. If you cannot be present, ask some other member to come in your place to represent your school.

Fraternally yours,

HENRY R. LINVILLE,

President.

And this is part of what Local 5 is doing. Returns are already coming in.

ATLANTA LOCAL 89

All the influence of the Atlanta Federation of Trades is to be brought to bear in an effort to secure more adequate financial support for Atlanta's public school system during the year 1929. This was made clear at the December 10 meeting of the central labor body, when resolutions were adopted on recommendation by the executive board, placing the Federation on record as urging the city council to appropriate more money for school purposes in 1929.

The resolutions point out that greatly increased enrollment of children in the public schools has not only resulted in an overcrowded condition, but has overtaxed the teaching staff and caused injury to Atlanta's educational system. The children are the chief sufferers, it is shown, and unless additional funds are appropriated in the 1929 budget by the city council, the situation will be even more aggravated.

The public schools now receive 26 per cent of the city's revenue annually for maintenance, but this sum is declared to be too small to meet the needs of the situation, due to Atlanta's rapid growth and the need for increased educational facilities. *The Atlanta Journal of Labor* is carrying on this campaign with great vigor. The issue of January 11 contains an analysis of the careful study made by Mr. D. M. Therrell.

There is much gratification at the re-election of Mr. George W. Powell as President of the Board of Education.

PORTLAND, LOCAL 111

Charles A. Rice, superintendent of schools, has written to Ben T. Osborne, executive secretary of

the Oregon State Federation of Labor, expressing the gratification of the school authorities on the action taken by the federation in approving the proposal to eliminate the tax limitation which compels the voting of a special levy for school purposes each year.

The Teachers union introduced a resolution in the State Federation convention favoring a constitutional amendment which will remove the disability from the Portland school district. The resolution also pledged the federation to assist Portland school authorities and other groups that might be supporting such an amendment. The convention adopted the resolution by unanimous vote.

In writing to Mr. Osborne, Superintendent Rice said that the school administration recognizes that it can depend upon labor always to assist in any measure for the benefit of the schools.

BROOKWOOD LOCAL 189

Mark Starr, organizer and lecturer for the National Council of Labor Colleges in England, is to lecture at Brookwood College this year on the British Labor Movement. The state department's refusal a few weeks ago to grant a visa brought forth a veritable flood of protests from all quarters, including a letter from H. G. Wells, the British novelist. It is now stated that the refusal was due to the fact that Brookwood had not been recognized by the state department as an institution to which foreign professors could go for lecturing, and that the formalities of obtaining such recognition had now been complied with.

PHILADELPHIA LABOR COLLEGE CONFERENCE

Taking the slogan of the American Federation of Labor of "Double the membership in 1929," as its watchword the Labor College of Philadelphia with the endorsement of the Central Labor Union held a conference on Saturday and Sunday, February 2 and 3 for the purpose of focusing the attention of both members of organized labor and of the general public that no headway can be made in advancing the interests of labor or of society, regardless of the mechanism advocated for relationship between men and management in industry, unless labor is strongly and universally organized in unions of its free choosing. Though the Conference was called to discuss the subject of "New Relationships between Labor and Capital" the program had been so arranged as to bring out the fundamental need for organization. Among the speakers appearing on the program were Gustave Geiges, President American Federation of Full Fashioned Hosiery Workers; Mark Starr of the London Labor College, London, England; Percy Tetlow of the United Mine Workers of America; Josephine Roche, Vice-president of the Rocky Mountain Fuel Company; Morris L. Cooke, Past President, Taylor Society; Otto S. Beyer, Consulting Engineer of the International Association of Machinists; Wil-

liam Jett Lauck, Economist, and J. M. Budish, Editor *The Headgear Worker*.

Starting at the very opening of the Conference on Saturday afternoon, 3:30 o'clock, Gustave Geiges discussed "Universal Organization Essential in Newer Relations." Mark Starr followed with an analysis of "The Mond Plan and British Labor."

That same evening at a dinner session at which John J. Casey, President of Pennsylvania Federation of Labor, was toastmaster, Percy Tetlow, United Mine Workers of America, advanced "A Constructive Program for the Coal Industry," while Miss Josephine Roche, First Vice-president of the Rocky Mountain Fuel Company, who stepped in last year during the chaos in the Colorado coal fields and brought order in the industry by recognizing the United Mine Workers, talked on "Opportunities for Harmony in the Coal Industry."

The Conference continued on Sunday, February 3, with a morning session at 10 o'clock with Jacob Billikopf, Executive Director, Federation of Jewish Charities, presiding; Morris L. Cooke, Past President of the Taylor Society and an engineer with a broad social viewpoint, discussed "Engineering Approach to Labor Minds," while Otto S. Beyer, Consulting Engineer of the International Association of Machinists, presented "The Results of Five Years of Co-operation."

The last session of the Conference was held on Sunday afternoon, February 3, at 2:30 o'clock when the Mitten-Mahon Agreement was analyzed. William Jett Lauck, economist, and J. M. Budish, editor of *The Headgear Worker*, official publication of the Cloth Hat, Cap and Millinery Workers' Union, presented the subject from different angles. Adolph Hirschberg, President, Central Labor Union of Philadelphia, presided.

ISRAEL MUFSON, Secretary.

SEATTLE, LOCAL 200

Heartening progress is being made in the program of the Seattle Teachers Union. The outlook for a sound state-wide tenure law is good. Three members of the School Board will be elected this spring. The teachers are planning their campaign to secure the election of high grade, intelligent, progressive men and women to these vacancies.

Power interests in the northwest were given a slap in the defeat of Josephine Corliss Preston for Washington state superintendent of schools in the recent primary. N. D. Schowalter, formerly president of the state normal school at Cheney, secured the republican nomination and election.

A few months ago a paper disclosed that Mrs. Preston had been receiving money for editing monographs written by the publicity bureau of the Puget Sound Power and Light Company boosting private ownership and development of electric power. These pamphlets were used as supplementary texts in the Washington public schools.

In 1924 when the power trust used the public schools to fight the Bone bill, which would have let municipal plants sell their surplus power outside their city limits, Mrs. Preston assisted in promoting an essay contest. The power trust awarded fat cash prizes for essays that ridiculed municipal ownership and lauded private operation.

Superintendent Showalter is on record as opposed to the use of the schools for private propaganda. He also stands for the right of teachers to organize and for tenure.

A. F. OF T. EXECUTIVE COUNCIL MEETS

The Executive Council of the American Federation of Teachers met in Washington, D. C., January 12 and 13. A conference with President Green of the American Federation of Labor was very encouraging. His advice as always was helpful and inspiring and his assurance of interest and co-operation heartening. The program outlined by President Green gives us confidence that the coming year will be a successful one for A. F. of T. and A. F. of L.

Plans for organization and promotion of our program, especially Tenure and Increased Revenues to Maintain and Develop the Public Schools were put under way.

On Saturday the Council was delightfully entertained at dinner by the present and past officers of the Washington Teachers Union, Local 8.

David J. Saposs, who has contributed to this issue of THE AMERICAN TEACHER the article on "The Union Teachers of France" is professor of Social Economics at Brookwood College and a member of the Council for Research in the Social Sciences, Columbia University.

Professor Saposs spent a year and a half during the last two years in France studying the French labor movement and this article is a by-product of that study. He was sent with a group of other educators, nearly all of them professors at Columbia University, under the general direction of Professor Carlton J. H. Hayes to make a study of post-war social conditions of France. The study is sponsored and financed by the Columbia University Council for Research in the Social Sciences. Professor Saposs is head of the Labor Division of this study and has a small staff under his direction.

The results of this study of the Council will be published in eight volumes, one of which will be Professor Saposs' book entitled, *The French Labor Movement Since the War*.

OUR TWIN CITY CONTRIBUTORS

Philip Carlson is Principal of Roosevelt High School, and Director of the Minneapolis Teachers' Retirement Fund Association.

Luella B. Cook is English teacher at Central High School, Minneapolis, and the author of several text books on English.

Alice Fitz Gerald Drechsler is instructor in French at Central High School and Past President of the Minneapolis Federation of Teachers.

Florence Fish is a teacher of Latin in Central High School, and chairman of the Minneapolis Salary Committee.

Dr. Dorothy P. Gary is an assistant professor of sociology in an eastern college.

R. E. McKenny, author of the cover design, is a member of the Art Department of Humboldt High School, St. Paul, and of the Commercial Art Department of the St. Paul School of Art.

William Mahoney is the editor of *The Minnesota Union Advocate*, founder of the Farmer-Labor Party, past president of the St. Paul Trades and Labor Assembly, civic leader, and a member of the Pressmen's Union.

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RESOLUTION SEEKS FUNDS TO JOIN CHILD ORGANIZATION

Authorization for the appropriation of \$2,000 per year to enable the United States to become a member of the American International Office of Protection for Childhood at Montevideo, Uruguay, would be given in a Joint Resolution (House Joint Resolution No. 331) just introduced in the House by Representative Porter (Rep.), of Pittsburgh, Pa.

This is a serious news item.